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1896/97

International Young  
Men's Christian Association  
Training School  
1897-98

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View from Building.

# TWELFTH CATALOGUE

OF THE

## International Young Men's Christian Association Training School

SPRINGFIELD, MASSACHUSETTS.



1896-97

With Prospectus for 1897-98

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Springfield, Mass. :  
Loring & Axtell, Printers,  
1897.



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*Biblical Introduction and Synthesis of the English Bible.*

FRANCIS REGAL, West Springfield,  
*English.*



## STUDENTS, 1896-97.

### JUNIOR CLASS.

*Batcheller, Wilfred Eugene,	Millbury, Mass.
Bates, Thomas,	Hamilton, Ont.
Bond, Roy,	Cassopolis, Mich.
*Browne, Albert Gemmel,	Walton, N. Y.
Doolittle, Sherwood Burdett,	Mt. Carmel Center, Conn.
Foster, Elmo Murray,	Norristown, Pa.
Goodale, William Benjamin,	Oswego, N. Y.
Karnes, Emmet Gilbert,	Clifton Forge, Va.
Kraus, Edward August,	New Haven, Conn.
Merritt, Joseph Elbridge,	Quincy, Mass.
Pryce, William Morris,	Red Oak, Iowa.
Record, Charles Sturges,	Saratoga Springs, N. Y.
Shoemaker, Arthur,	Philadelphia, Pa.
*Tift, Frederick Elijah,	Bennington, Vt.
Tomlinson, Edward,	Gilbertville, Mass.
Weston, Clarence,	Clinton, Iowa.
Young, Fred,	East Northfield, Mass.

Seventeen Juniors.

### MIDDLE CLASS.

Berry, William Wallace,	(P)	Springfield, Mass.
Boardman, Charles Augustus,	(P)	Norwich, Vt.
Browne, Thomas James,	(P)	Philadelphia, Pa.
Buxton, Harrison Hall,	(P)	Washington, D. C.
Camp, John Gilbert,	(S)	Winsted, Conn.
Chapin, Wilfred Herbert,	(S)	New Britain, Conn.
Clapp, Carlos Duella,	(P)	Adrian, Mich.
Davis, Albert Beeri,	(P)	Fitchburg, Mass.
*Dodge, Charles Ernest,	(P)	Stoddard, N. H.
*Dodge, George Edward,	(P)	Stoddard, N. H.
Elmer, Charles Walter,	(E)	Pittsfield, Mass.

\*Partial Course. (S) Secretarial Course. (P) Physical Course. (E) Educational Course.

Fish, Alanson Lester,	(P)	Ira, Vt.
Foss, Martin Isaac,	(P)	East Williamson, N. Y.
Goodhue, Joseph Augustus,	(P)	Leominster, Mass.
Greeley, Arthur Howard,	(S)	Concord, N. H.
Hawkins, Lewis Everett,	(S)	Brooklyn, N. Y.
*Hebbard, Lewis Eugene,	(P)	Bridgeport, Conn.
Hunter, John George,	(S)	Toledo, Ont.
Ingalls, George Everett,	(S)	Lawrence, Mass.
Jerome, Percy Fray,	(S)	Cleveland, O.
Lantz, John,	(S)	Gap, Pa.
Lehmann, Gotthilf,	(S)	Backnang, Germany.
Ramsey, George McMillan,	(E)	Cedarville, O.
Ross, Robert Stuart,	(S)	Norwich, Conn.
Stokes, Alfred,	(S)	Redlands, Cal.
Tibbetts, Arthur Ta-sun- ke-mani,	(S)	Fort Yates, No. Dak.
*White, Armand Elwell,	(P)	Brockville, Ont.

Twenty-seven Middlers.

### SENIOR CLASS.

Hastings, William Walter,		
Ph. D.,	(P)	West New Brighton, N. Y.
McIntire, Herbert Jerome,	(P)	Springfield, Mass.
Sanders, Nathan Edwin, B.A.,	(P)	Grinnell, Iowa.
Tucker, Charles Rollins,		
M. A.,	(E)	Stoughton, Mass.

Four Seniors.

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\*Partial Course. (S) Secretarial Course. (P) Physical Course. (E) Educational Course.

## GENERAL INFORMATION.

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### OBJECT.

The Association Training School, at Springfield, aims to equip young men for the offices of General Secretary, Physical Director and Educational Director in the Young Men's Christian Association. Christian young men desiring to fit themselves for the directorship of college gymnasiums are also admitted.

### HISTORICAL SKETCH.

The rapid extension of the association movement between 1870 and 1880, the erection of large buildings, and the marked increase in the size of individual associations created a demand for trained men.

In connection with this growing demand for men there has been a corresponding advance in the requirements.

Another important development is the call which has come from foreign lands. Secretaries of the associations in Paris, Rome, Breslau and Calcutta have been trained at the Springfield school.

It was in response to these appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, in connection with the School for Christian Workers—now the Bible Normal College. In 1887 the department for physical training, which has prepared 49 physical directors now in the work, was added to the institution. In 1890, as the result of a demand from the associations, the institution was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of ground bordering on Massasoit Lake, was purchased, and after an heroic effort funds were secured for a model gymnasium and athletic field. In response to rapid developments in the association world, the Educational Department was established in 1894. The pressing need of a dormitory and recitation hall was satisfied by the erection of the present attractive headquarters of the institution in 1895, giving the school a property valued at \$100,000.

Along with this external development there has been a less public but even more important internal evolution. A carefully shaped curriculum, extending over three years, and a carefully chosen faculty of specialists is the result.

In 1896 a committee of the trustees (with great care) revised and unified the work of the institution.

## POLICY.

There are two conceptions of a technical school. One, that the instructors should be men who, though devoting their chief energy to the work of their profession, are willing to take part of their time to meet students, direct their study and give information. This was formerly the method almost universally adopted for imparting technical instruction. It has been as universally abandoned. In the trades, it was called the apprentice system. Young men were bound out to master workmen of varying degrees of ability, who taught them simply to do as their fathers had done. This has been succeeded in Europe, and more recently in America, by the trades schools and industrial institutes, which not only teach better, but are constantly leading in improved methods of work. In the professions the development has been almost parallel. Formerly a young doctor, lawyer, or student of divinity was placed under the charge of a member of the profession he was seeking to enter. The lawyer directed the reading of the law student, took him to court, and otherwise guided his work. But this method of professional preparation has been abandoned in Europe, and is fast passing here. It has been found that preparation for a life work is of such vital moment that it cannot be left to the casual hours of men who give their chief thought and energy elsewhere.

But more important than this, the most successful schools are those which devote the greatest care to fundamental studies and principles, and only give actual work sufficient to illustrate these principles and secure the necessary skill. A man will have opportunity to gain experience all his life, but he is not likely to master the principles of his calling after entering upon it. Actual experience gives precedents, rather than guiding principles.

The higher conception of a technical institution is an historical development. The technical and professional schools to-day aim both to train men and to advance the particular calling of which they are a part.

The school at Springfield is built upon such a conception, and its history has already shown the wisdom of this policy. Its leadership in physical education, and its contribution to association literature and methods have already given it a prominent place. In its early days, the trustees were compelled to employ men who gave only part of their time to teaching. It has greatly increased the efficiency of the school to have a faculty of men who can devote their whole endeavor to its interests.

## THE CURRICULUM.

The curriculum falls into two divisions. I. The general course embracing studies which underlie the work of an Association officer and which are pursued by all students. II. The technical courses which give the knowledge and training for the particular department of the work which the student expects to enter.

### I. The General Course.

(1.) *The Bible Course.* (One period daily two years). This aims to give the student a knowledge of the Word of God and the way to use it.

In this course, which is fundamental to all the instruction of the school, the English Bible is used as a text-book, and a comprehensive view of the entire body of the Scriptures is secured. In connection with this central course each student joins a training class which meets weekly. Two years are devoted to the subject of personal dealing with inquirers, and one year to the use of the Bible in public. The third feature of the Bible course consists of lectures on Biblical Introduction.

(2.) *The Historical Course.* (A.) Two terms are devoted to the study of the history of the church. Without attempting any elaboration of the development of Christian doctrine, this course seeks to familiarize the student with the history of Christianity and the great movements which have marked its progress. Especial attention is given to the history of the American church.

(B.) The course in the history of the Young Men's Christian Association aims at a minute and comprehensive study of the development of this movement in its world-wide aspects. The movement is studied, not as an isolated event, but in its relation to other religious and social movements.

(3.) The third division of the general course comprises the studies which group around *man and his relationships*. The aim of this course is to acquaint the student with the being who is to be the object of his labor in the various relationships of life—spiritual, mental, social and physical. The following subjects are pursued: physiology, psychology, sociology and ethics.

In addition to the subjects outlined, all students pursue courses in English and vocal music. The course in English, in connection with the literary society, seeks to give the student facility in the use of language and to train him to appear before an audience.

### II. The Technical Courses.

The second main division of the curriculum is made up of the three technical courses which fit the student for the work of his own special department. These courses are based upon the general course pursued by all, described above.



(A.) *Secretarial Course.* This course embraces a study of the office and duties of a General Secretary; an association seminary devoted to the original study of problems in association history; and the preparation of a thesis upon some undeveloped theme; practical work in the local association, especially in the senior year; six terms in athletic and gymnasium work; a study of the theory and organization of the physical and educational departments of the association; one term in drawing and two terms in industrial work.

(B.) *The Physical Course* offers a thorough theoretical and practical training for this department of association service.

On the theoretical side, the student studies the mechanics of the body, the chemistry of digestion and advanced physiology, especially in its applications to the preservation of health and to physical training. Attention is given to the theory and organization of the physical department, the study of anthropometry, measurements and massage, and the history and literature of physical training. Each student does original work which is embodied in a thesis.

On the practical side, three years are devoted to gymnastic and athletic work, giving each student an opportunity to become expert as an athlete and gymnast.

(C.) *The Educational Course* trains men for the office of educational director. This course is similar to that for the general secretaryship except that the thesis and the work in the seminary are upon themes related to educational work, and instead of physical training, an industrial course of two years is given which covers drawing, designing and shop work in wood and iron. For practice, each student is expected to teach an evening class in connection with the educational department of a neighboring association.

### CALENDAR.

Regular meetings of the Trustees on the first Wednesdays of September and March, and of the Trustees and Corporation the third Wednesday of June.

Fall Term	{ Begins Wednesday, September 8th, 1897.
	{ Ends Wednesday, December 22d, 1897.
Winter Term	{ Begins Wednesday, January 5th, 1898.
	{ Ends Tuesday, March 22d, 1898.
Spring Term	{ Begins Wednesday, March 30th, 1898.
	{ Commencement Exercises, June 15th, 1898.



## EQUIPMENT.

The Dormitory building, which at present is used also for recitations, library and offices, is an attractive four-story brick structure, overlooking Massasoit Lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," the reading room, library and offices.

The three upper floors contain two class rooms, sleeping rooms for sixty-four students, and on the fourth floor a dining hall and kitchen for the use of the students' boarding club. Each floor is provided with lavatories and bath tubs. In the basement there are large rooms for chemical, physical and physiological laboratories, a bicycle room and store room, besides the furnace and engine rooms.

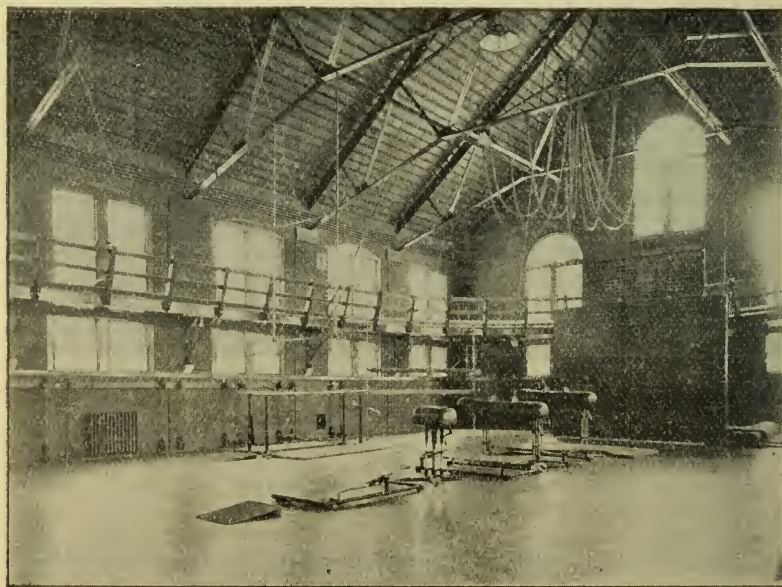


Dormitory—Dedicated June 17, 1896.

The School possesses a model gymnasium for physical training, with a floor 48 x 74, free from posts, having the usual apparatus, and in addition, Swedish boms, hand ball court, class climbing ropes, seven needle baths with hot and cold water, lockers 18 x 18 x 48 inches with combination locks, class rooms and examining rooms.



Gymnasium—Dedicated October 26, 1894.



South End View of Gymnasium Floor.



General View of Athletic Park from the Grand Stand, Showing the Students Lined Up for Team Ball and the Gymnasium in the Background.

The athletic grounds cover six acres, with ball field, quarter-mile running and bicycle track, tennis courts, etc., and there are also boats on the Connecticut River for rowing and paddling.



School Boats.



Workshops for industrial training, consisting of a pattern making room, forging room or blacksmith shop, machine room, and engine room, have been fitted up in the basement of the gymnasium building.



Woodworking Room.



Machine Room.

The School library contains 1,552 books and over 4,000 pamphlets, the latter being one of the best collections of the publications of the Young Men's Christian Association and kindred organizations to be found. The library on physical training is one of the most complete in English. The reference library is open to the students at all times, and the lending section from 9 a.m. to 6 p.m. The reading room, always open, has on file four dailies, seventeen weeklies, and eight monthlies.

In addition, the students have access to the Bowne Historical Library of American Young Men's Christian Associations, the largest collection of books, pamphlets and manuscripts bearing on work for young men in existence; also to the Springfield Public Library of 97,000 volumes, now ranking the eighth among our great circulating libraries.



Section of Reading Room, Dormitory Building.

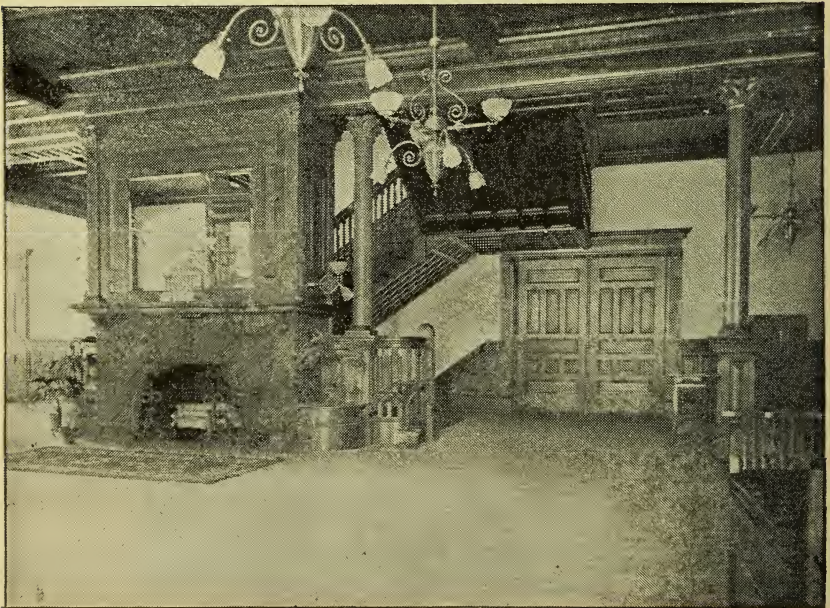
## PRACTICAL WORK.

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New Building of the Springfield Association.

The school stands for the most thorough practical as well as theoretical training. The completely equipped building of the Springfield association, affords opportunity for practical work in a city of medium size (50,000), while several aggressive associations, with and without buildings, in smaller towns, can be reached within a few minutes by electric connections.



Reception Hall of Springfield Association.



# THE STUDENT ASSOCIATION.

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## OFFICERS.

*President*, WILFRED H. CHAPIN.

*Vice President*, A. H. GREELEY.

*Corresponding Secretary*, ROBERT S. ROSS.

*Recording Secretary*, FRED YOUNG.

*Treasurer*, THOMAS BATES.

This statement was prepared by the president of the association, W. H. Chapin.

During the first six months in the new dormitory, the students felt the need of a closer union among themselves and a greater unity in the policy of the student enterprises. As an outgrowth of this feeling, the idea of forming in the school a student Young Men's Christian Association took shape. Upon proposal of the scheme, the faculty and students appointed a joint committee to formulate the purposes of such an organization. They recommended the formation of a student association.

(1.) To unify the student body and systematize the student activities.

(2.) To develop and train the students in practical methods of association work.

(3.) To systematize and develop the work of the students in connection with the Springfield Young Men's Christian Association and the churches.

(4.) To establish a relationship with the intercollegiate movement.

Upon this basis an association was formed October 17, 1896, and, after six months of experimenting, we now have an effective organization with the support of the students and the faculty.

The work of the Association may be best described through its nine regular committees.

*The Executive Committee* is made up of the general officers of the association and two members of the faculty and, together with the Finance Committee, looks after the business interests of the society.

*The Committee on Religious Meetings* and Bible Study has charge of the devotional services of the students and seeks to stimulate the adoption of systematic methods of devotional Bible study.

*The Missionary Committee* has charge of the mission-study class, and endeavors to enlist the members in the habit of systematic giving. It is now working for a missionary library.

*The Literary Committee* is the executive committee of the Langdon-Brainerd Literary Society. In this branch organization the debates and general literary exercises are found of great value to the students.

*The Membership Committee* seeks to interest new students in the association and, tries in every way to serve them both before and after their arrival. The committee also acts as a social committee and gives much time to planning for the social life of the members.

*The Physical Department Committee* coöperates with the faculty in making successful the public gymnastic and athletic events of the school. It aims to encourage the spirit of school loyalty. In all athletic games it endeavors to develop a sentiment for "clean sport" among the colleges with whom the school competes.

We desire, through the intercollegiate committee, to establish helpful relations with the colleges and preparatory schools of our neighborhood. We hope to inaugurate definite plans during the coming year.

*The Committee on Outside Work* has the planning of the practical Christian work outside of the school. For a long time it was felt that such work should be on a voluntary, rather than a compulsory basis, and the following is an outline of the plan of organization: The committee is composed of four men appointed by the president, as are all other committees. The chairman acts as general supervisor of the work and the other three men are leaders of the three "squads" into which the association membership is divided. Each "squad" has work assigned every Sunday. There are three principal lines of work developed at present.

(1.) The members of the committee on outside work also act as members of the religious work committee of the city association. Through this means, a large place is given for work in connection with the Sunday afternoon men's meeting. This principle also holds true in all departments of the city association work. Opportunities for service are also open in other associations.

(2.) Engagements are made with the churches for the "squads" to lead young peoples' meetings and other services.

(3.) Deputation work in small towns is engaged in, by coöperating with the eighth district committee of the state organization.

The above mentioned work, together with prospective plans for Bible teaching, is so graded as to give each man, during his three years' course, a training in the various phases of religious work. The efficiency of the work, however, is not sacrificed for the sake of the men's training, nor is the desire for practice the motive underlying the service. On the other hand, all this organized work is arranged for the purpose of giving an outlet for that love and inspiration which the regular school work produces in the lives of the men.

Our relation with the Springfield Young Men's Christian Association is so close and cordial that membership in the student association is recognized as good in the city association.

The membership fee in the student association is two dollars per year. Tickets from other associations are recognized for the first year of the course.

Additional expenses are met by subscriptions from friends of the students. In this way a beautiful office has been furnished for the use of the association.

The corresponding secretary and the president would be glad to correspond with any prospective students who may desire information of any kind.

## "THE TRAINING SCHOOL NOTES AND ASSOCIATION OUTLOOK."

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This publication aims to represent the work of the school on paper. It contains records of that which is going on at the school—among the students, in the classrooms, among the faculty. In it is published the original work which is being done by students and faculty. Problems of interest and importance among the associations upon which there may be light thrown from the educational standpoint are discussed here. A classified bibliography of the current literature of the Young Men's Christian Association is given monthly. The general design of the paper is to keep all those who are interested in touch with the school, and to furnish such a discussion of association events, outlook, policy and problems, as would naturally come from an educational center. The subscription price is \$1.00. The whole faculty coöperate in its maintenance, but the special editorial responsibility has been placed upon Dr. Luther Gulick.

## REQUIREMENTS FOR ADMISSION.

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1. The school is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and if admitted shall bring a certificate to this effect, and unite and work with some church of his choice in this city within the first term after his admission.
2. The equivalent of a good English education is required. College graduates can complete the course in two years.
3. All students upon entering must pass a physical examination. Candidates for Physical Training should do this before coming.
4. Business experience is considered very desirable.
5. Admission should be applied for at least two weeks before the opening of the school year (September 8), and students are urged to be present at the opening exercises of the school.
6. If at any time a student shows a lack of the prerequisites for success he will be dismissed.

## ESTIMATE OF EXPENSES FOR THE SCHOOL YEAR OF FORTY WEEKS.

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The following table is based upon the experience of the past five years:—

Table board (with students' club), . . . . .	\$100.00 to \$125.00	
Furnished room, with light and heat, . . . . .	50.00	50.00
Tuition, . . . . .	50.00	50.00
*Gymnasium suits, . . . . .	8.00 to	40.00
Washing, . . . . .	12.00 "	20.00
Text and note books, and laboratory supplies, . . . . .	12.00 "	35.00
Conventions, . . . . .	15.00 "	18.00
Membership in local association, . . . . .	2.00 "	10.00
	\$249.00	\$348.00

**TUITION.** Tuition is payable *promptly* on the last Monday in September and January, one-half at each payment. Room rent, on last Monday in each month. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the school. Rent stops only when the room is vacated and the key delivered to the janitor. A deposit of fifty cents will be required for each key.

**ROOMS.** Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. *He will be expected to provide sheets, pillow slips, towels and soap.* Beds are all single, three feet in width; pillows, 18x26 inches. Rooms are liable to inspection.

Sets consisting of four sheets, two pillow slips, four large linen towels, and two large bath towels, all hemmed, can be furnished by the school for \$4.00, if ordered in advance.

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\* Students are advised not to purchase gymnasium or athletic suits before coming to the school, as the school has regulation colors and suits, which all are expected to wear.

## RECITATIONS, PRACTICE AND EXAMINATIONS.

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Each student is expected to have at least three forty-five minute class-room exercises each day during five days of the week; also at least two hours' daily practice, according to the year and department, in gymnastics, athletics, shop work, laboratory work or practical work in the Young Men's Christian Association.

Examinations, either oral or written, are made at the option of each instructor.

Monday is the school holiday.

A Junior or Middler shall be eligible for promotion only after passing satisfactorily in every branch prescribed for the year covered, and upon approval of the president.

A Senior shall be eligible for graduation only after passing satisfactorily in every branch of the course, and upon approval of the president.

Conditions imposed in any subject must be met during the following term.

## SELF-SUPPORT.

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The institution is unable to offer aid to students. A small loan fund, however, has enabled quite a number of students to complete their courses. A number find opportunity for work in connection with the buildings. Three to four are given teaching as assistants in the gymnasium and shop, and a number secure positions in neighboring associations.

## CONTRIBUTIONS.

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Inquiries concerning the finances will receive prompt attention if addressed to OLIVER C. MORSE, Corresponding Secretary, and remittances may be made payable to his order or to GEORGE D. CHAMBERLAIN, Treasurer.

## FORM OF BEQUEST.

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I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of .....dollars.\*

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\*Or the testator may specify towards the current expenses; or towards the support of a chair of instruction in the General Course, or in any of the departments; or to be used as a loan towards the education of students who have shown ability in any of the departments.



## BEQUEST FOR ENDOWMENT.

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I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of....., to be safely invested by them and called the..... Fund. The interest of this fund to be applied to the use of the school.\*

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\* Or the testator may specify towards the current expenses; or towards the support of a chair of instruction in the General Course, or in any of the departments; or to be used as a loan towards the education of students who have shown ability in any of the departments.

## PERPETUAL LOAN FUND.

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For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association Training School, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of five thousand dollars—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the school.

## INFORMATION.

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For information concerning the school apply to L. L. DOGGETT, President, or OLIVER C. MORSE, Corresponding Secretary.

## BI-CENTURY CLUB.

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To maintain the school's work on its present plane of efficiency, a yearly income of \$20,000, aside from tuition fees and room rentals, is required. This is divisible into 200 shares of \$100 each, and an effort is now being made, with the cordial sanction and coöperation of the trustees, to place these shares in the form of annual subscriptions of \$100 each.

To place all of them for this year, and perhaps the next few years, may make it necessary to ask some friends to take from two to five shares; but the aim is to increase the number of shareholders, as speedily as possible, to 200, and so form a Bi-Century Club of \$100 supporters.

An endowment fund of \$2000 serves to place one share permanently, and so far three have been thus placed, providing the school with \$300 annually towards its current expense fund.



## I. GENERAL COURSE.

- ## II. TECHNICAL COURSES.

- N. B. The general work of the Educational Department is studied in connection with the study of the association as a whole, and special topics, such as the educational classes, library, reading room, literary society, etc., are taken up in connection with the technical secretarial studies.

## GENERAL COURSE

Terms	Bible	History	Man	Miscella	Gym.— Field
Fall	Training Class (1)	Christianity (5)	Physiology (5)	English (3) Music (1)	(10)
Winter	Training Class (1)	"	Anatomy (5)	"	"
Spring	Tr'ing Class (1) Introduction (5)		Hygiene (5)	"	"
Fall	Old Test. (4) Tr'ing Class (1)	Association History (5)	Psychology (5)	Lectures	
Winter	"	"	"	"	
Spring	"		Pedagogy (5)	"	
Fall	New Test. (5) Tr'ing Class (1)		Ethics (5)	"	
Winter	"		Sociology (5)	"	
Spring	"		"	"	

## TECHNICAL COURSES

Secretarial			Physical			Educational		
Class	Room	Gym.— Shop	Class	Room	Gym.— Field	Class	Room	Shop
		Gymnasium (10)		Physiology (5)	(10)	Drawing (Designing) (10)		
		"		"	"	Drawing (Mechanical) (10)		
	Physical Department Theory (5)	Drawing (10)	Department Theory (5)	Physiology of Exercise (5)	"	Drawing (Architect'l) (10)		
Dept. Theory Hand-Book (4)	Seminar. Literature (5)	Shop (10)	Seminar. History and Phil. of Physi. Tr'ing (5)	Mechanics of Body Phy. Exam. (5)	"	Department Theory with Secretarial (5)	Seminar. with Secretarial (5)	Wood Work (10)
"	Problems " (5)	"	Literature of Physi. Tr'ing (5)	Anthro- pometry. Prescription of Exercise (5)	"	"	"	Iron Work (10)
"	Theses " (5)	Gymnasium Field (10)	Theses and Special Work (5)	Training and Massage (5)	"	"	"	Construction (10)

Figures in parenthesis indicate number of periods each week.

1. Students preparing to be General Secretaries will take the general course and the technical secretarial.
2. Students preparing to be Physical Directors will take the general course, excepting second term in psychology and pedagogy middle year, and ethics senior year, and the technical physical.
3. Students preparing to be Educational Directors will take the general course, part of the secretarial, and all of the industrial courses.

## GENERAL COURSE.

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This course, which forms the foundation of the curriculum, aims to fit students to be leaders in spiritual work. It seeks to train each student to lead others to Jesus Christ, and to teach the Bible. It aims to acquaint him with the Young Men's Christian Association and its field. It also seeks to deepen the student's spiritual life, broaden his intellectual horizon and to promote mental discipline.

### I. BIBLICAL COURSE.

(A) *The Course in Biblical Introduction.* The course in Biblical introduction is intended to place the student in possession of the history of the Bible, as well as the proof of its truth and inspiration. Such topics are treated as the canon, the history of the text, and what are sometimes called the internal and external, or the moral and historical, evidences of Christianity.

(B) *The English Bible.* [No definite arrangement has yet been consummated for an instructor.] An essential of spiritual leadership is a knowledge of the Scriptures. This is fundamental in the preparation for any position in the associations. It is the aim of the institution that every student who enters its ranks shall gain a knowledge of the Bible, and it is believed that the course here offered will prove attractive, not only to men who are preparing, but to men already in the service who may desire a year of special Bible study. Two years are devoted to a study of the text. The course includes the study in outline of all the books in the Old and New Testaments in their chronological order. The student is expected to read each book in accordance with the directions of the instructor, to recite upon its facts in the class room, and to prepare an outline of analysis for future use. In this way not only are the contents of the Scriptures mastered, but the mind is trained in the preparation of Bible readings, etc., and the inner spiritual life quickened through the truth. It will be readily seen that this course does not aim to give courses which can be reproduced in the local associations, but to give a comprehensive study of the entire body of the Scriptures, which will enable the student to lay out courses himself as may be necessary.

(C) *The Training Classes.* These classes have an intimate relation to the practical Christian work of the students during their entire course. The Junior and Middle years are devoted to the study of methods for dealing with individuals. The great questions of regeneration and the use of the Bible with the unsaved form the subject matter of this study. In the Senior year this hour is devoted to the use of the Bible in public. Attention is given to the preparation of Gospel addresses, Bible studies and the best methods of teaching Bible classes.

### II. HISTORICAL COURSE.

#### A. The History of Christianity. (Two terms).

The history of Christianity is not mere ecclesiastical history. It is the history of the *Kingdom of God*, or the history of *man* from the standpoint of Christianity.

The *object* of the study is twofold :—

(1.) To find *God* in the history—to trace His footsteps, to think His thoughts after Him, and to discover the law of His dealings with men.

(2.) To find *man* in the history—to follow the seekings of men after God and the law of human progress.

The method of the study is :—

(1.) To *master the facts* of this history—to become familiar with the essential movements in the historic development of the Kingdom of God.

(2.) To *arrange these facts* so that their relation and significance shall appear—to develop the “historic sense” and the capacity to measure men and movements.

(3.) To *interpret these facts*—to cultivate the power to see in history the progressive revelation of the nature and will of God and the nature and destiny of man.

The text-book will be “The History of the Christian Church,” by Prof. Fisher.

## B. Association History. (Two terms).

The aim of this course is to acquaint all students with the history and development of this great movement. Careful attention is given to the forces in the church, and the conditions of social life which made such a movement necessary. The association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, especial attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to 1897, more attention is given to the spread of the movement throughout the world. This course studies the development of the association, its organization and polity, and the fixed principles which govern its operation and its relation to the church.

## III. THE STUDY OF MAN AND HIS RELATIONSHIPS.

The object of this course is to gain as thorough a knowledge as possible of the being who is to be the object of the lifelong endeavor of all who enter association service. This course is arranged in recognition of the unity of man's threefold nature, with the conviction, that the religion of Jesus Christ is adapted to redeem man in his entirety—body, mind and spirit.

### A. *Physiology.* (Three terms).

This study begins with a course of lectures, calculated to show man's place in the whole universe, including the unorganized and organized world, and to put him into relation with these by applying the law of “Conditioning and Conditioned.”

A study of the body is then begun with the most simple analysis into trunk, limbs, head, and all that can be readily observed.

This naturally leads to the study of the mechanics of the body. Then by means of dissections of animals in the laboratory we discover the different systems making up the body (muscular, osseous, nervous, etc.), and the organs associated in forming the apparatuses (circulatory, digestive, respiratory, reproductive, etc.).

The student then picks out the muscles and names them, assisted by charts, demonstrations and experiments; the bones, naming and classifying them, aided by the skeleton. Bone, muscle, nerve, etc., are then studied as regards function, structure and relations.

In the same way every organ composing the several apparatuses is minutely studied till a complete analysis results.

He then collects and combines all the physiological properties possessed by all the tissues, and discovers that the original cell, from which developed this complex structure by the process of differentiation, possessed all these powers.

A study of the growth and development of the body then naturally follows. Careful study is then given to the external and internal conditions which tend to promote health in this complex structure, as well as the best thing to do in case an injury should occur to any part of it.

### *B. Psychology.* (Two terms).

This course immediately follows physiology and is a study of the intellectual man. Keeping strictly in mind the relations to other phases of activity, both physical and spiritual.

The subject is considered under four heads:

- (1.) The physical basis of mind.
- (2.) The conditions for effective mental activity.
- (3.) The faculties of mind.
- (4.) The operations of mind.

The first comprises a study of the brain and its functions, the organs of special sense, sensation, habit, and such other subjects as properly belong under physiological psychology. Much that is often considered under the title of personal purity and allied subjects will be considered under this head.

The second head comprises a study of consciousness, attention and habit, and an attempt will be made to present them in a way most practical to students engaged in the study of young men.

Under the "faculties of mind" are studied the intellect, sensibilities and will, with an endeavor to discover the laws underlying the growth and development of the mind.

This will likewise be presented in a practical way, aiming to discover how character is built, first, for the student's own good, and second, to equip him with knowledge essential to leadership.

The fourth head includes the operations of acquisition, or the acquiring of knowledge, with the processes of assimilation, or the making over of the acquired material, depositing it as a part of one's own character, and the reproduction or the expression of the character to others.

This leads to the application of psychology to education under the general title of

### *Pedagogy.* (One term).

Here study is given to the curves which show the relative development of the acquisitive, the assimilative, and the expressive powers at different ages; those showing relative emphasis on the work to be done, and those showing relative emphasis in instructing, developing and training the mind.



The student thus arrives at the principles of method, which form the basis for applied pedagogy in the different courses.

This course occupies two terms.

### C. *Sociology.* (Two Terms.)

The aim of the course is to familiarize the student with the most serious economic and social problems which he will meet in his work, and the fundamental economic and social laws which must be recognized in all reform movements.

#### OUTLINE.

##### First Term. *Economic Introduction.*

The economic interpretation of history.

Outline history of economics.

Fundamental principles of economics.

Social economic problems:

Social and economic inequality.

The labor problem.

Characteristics of modern industrialism.

Industrial combinations.

Industrial control, etc.

##### Second Term. *Sociology Proper.*

Definitions, scientific relations, methods, divisions.

*Descriptive Sociology.* The observation and classification of social phenomena. A study of social constitution.

*Explanatory or Dynamic Sociology.* The explanation of the causes and reasons of social phenomena. A study of social forces.

*Constructive Sociology.* The formulation of social ideals. A study of the best methods of maintaining and developing social well being and preventing social ill. The social ideals of Christ.

### D. *Ethics or Moral Philosophy.* (One Term.)

Special emphasis will be laid on the Christian law of conduct and its application to the individual and society.

### JUNIOR YEAR, Physical Training. Dr. Gulick.

(Two periods daily.)

The Junior physical work is the same for all students.

*Field.* Instruction is given in field athletics, running, jumping, hurdling, tennis, baseball, football, etc.

*Gymnasium.* Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. After a study of the typical gymnastic positions in calisthenic exercises, sample drills are taught with dumbbells, heavy Indian clubs, pulley weights and elementary exercises on the heavy apparatus. Emphasis is laid on the hygienic work, which permits large classes to be handled effectively.



### Additional Studies.

(A) *English*. The ability to use the English language is of the utmost importance. Few men achieve such excellence in English but that they covet the opportunity for further study. Throughout the course students are required to present papers and essays in different branches, which are revised and criticised by instructors.

In the junior year a three hour course is given in the study of English and models of English literature, with especial attention to composition.

(B) *Vocal Music*. One hour per week in the Junior year is given to chorus work under a competent director. This course aims: (1) To acquaint the student with the gospel music which has been adapted to male voices. (2) To teach how to sing this music. (3) To teach the reading of easy music. (4) To fit the student for leading the music at a men's gospel meeting.

(C) During 1897-98 the institution will offer courses in *physics* and *chemistry* for Juniors who are preparing for the physical directorship. These subjects will be pursued sufficiently to enable the student to understand the mechanics of the body and the chemistry of digestion. Students who can pass satisfactory examinations will not be required to take these branches.

### Conventions.

(D) The school aims, by *conventions* and *conferences*, and actual work, to bring the students into touch with the current affairs of the association. During the past year the school, at the invitation of the Connecticut state committee, attended in a body, the Connecticut state convention at Middletown, Conn. During March the New England secretaries' conference held its sessions for three days at the school dormitory, affording the students an opportunity to come into close touch with association life. The conference has accepted the invitation of the trustees to hold its meeting for 1898 also at the school.

### Lectures.

One of the most gratifying opportunities for the study of association problems has been afforded by the lectures given from time to time by association leaders. During the past year the following lectures have been given:

"The Work of the Railroad Department," by Mr. George A. Warburton, of New York; "The Young Men of India," by Professor Sathianadhan, of Madras; "The Secretaryship," by Mr. John Glover, of New York; "The Educational Department," by Mr. George B. Hodge, of New York; "The American Movement from 1851 to 1860," by Hon. Cephas Brainard, New York; "The American Movement from 1860 to 1870," by R. R. McBurney, New York; "The American Movement from 1870 to 1880," by Richard C. Morse, New York; "Conditions of Success in the Secretaryship," by Mr. J. L. Johnson, Springfield, Mass.

# THE TECHNICAL COURSES.

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During the Junior year all students pursue the general course, but from that time on while a part of the time of each day is occupied with the general course, an increasing proportion of the students' time and energy is put into special technical study in the departments to which they intend to devote their lives.

## A. THE SECRETARIAL COURSE.

*Object* :—Training for the Special Duties of the General Secretaryship.

### (1) The Young Men's Christian Association.

*The Field and Its Limits.*

The work, why needed. A definite work by and for young men. The aim distinctively religious. Relation to the church. Relation to other religious societies.

*The Organization.*

When and how to organize. The constitution. Branches and sub-organizations. The directors and officers.

*The Membership.*

Classes. How to secure members. The membership committee. How to retain members. Development of active members. The associate membership and its relations.

*The General Secretary.*

His relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to his fellow secretaries. Accepting a call. Beginning work. Correspondence. System. Statistics. [Studying human nature. Dress. Conversation. Economy. Health. Growth—spiritually, intellectually and socially. Securing and training employed officers—demand and supply, methods of training.

*The Association Home.*

Advantages of owning a building, location, arrangement, construction, equipment. The care of the home—repairs and safety, order and cleanliness. How to get a building—preparatory work, the canvass, cautions. The building movement, its beginning and growth.

*The Boys' Department.*

Necessity, aim and benefit. Organization and relationships. Different classes of boys. Supervision. Methods and agencies—religious, educational, physical and social.

*The Work among Special Classes of Men.*

College students—history, organization, methods, outgrowths. Railroad men—history, aim and benefits, organization and finance, rooms and methods. Commercial travelers—the field, work and agencies. Other nationalities and races—

the field, the German work, the colored work, etc. Miscellaneous classes—soldiers and sailors, mutes, lumbermen, firemen, street car employees, etc.

*Women's Work for Young Men.*

Organization and methods.

*State and Provincial Work.*

The state committee. Finances. The state secretary. The state convention—preparatory work by the state committee, preparatory work by the local association, at the convention. The district work—the committee, conferences, intervisitation, corresponding members. The relation of the local association and secretary to the general work of supervision and extension.

*The American International Work.*

History and organization. The field. The work—supervision and extension, correspondence, publications, securing and training employed officers, aid to building enterprises, aid in securing funds, aid to state and other conventions, help in disaster. Secretaries of the committee. International finances. International conventions. Day and week of prayer. Work among young men in foreign lands—policy, relationships, methods.

*The World's Alliance.*

History, organization and work.

*Text-Book.*

"Handbook of the History, Organization and Methods of Work of Young Men's Christian Associations—Edition of 1892." This book was prepared primarily for the use of this school.

## (2) Seminary Work.

The object of this course is to study at first hand the documentary sources of the Young Men's Christian Association, and to learn the art of original investigation. A rich and unworked field is presented to the student in the many undeveloped themes in association history and by its unsolved problems. During the Middle year students in the secretarial and educational courses study themes akin to their departments. In the Senior year a thesis is prepared upon a theme agreed upon by the student and instructor.

Students in the seminary meet weekly for a two-hours' session in the class room, and are expected to devote two hours daily to research. The historical and physical libraries available to students make this work of great value.

## (3) Practice.

All methods of work treated in the secretarial course are fully illustrated by approved blanks and printed matter, and as often as possible practice is required.

In addition to the extended practice in the physical and educational work of the school, the secretarial students are required to unite and work with the Springfield Young Men's Christian Association throughout the entire course, to do regular service on one or more of the association's standing committees, and to attend all stated meetings of the committees to which appointed.

Each is required to unite with the literary society and to participate in its work.

Each is required, unless excused, to attend at least one young men's meeting weekly, and if possible, regularly to teach a Bible class.

All are given practice in using the library ; in preparing reports of committees, minutes of meetings, items for newspapers and bulletins, printers' copy and proof reading ; are expected to attend, each year at least, two association conventions, and to report the same in writing, upon their return.

Frequent delegations of students are assigned to conduct services for young men in the towns and villages of the Eighth Association District of Massachusetts.

#### (4) **Physical Training.**

For the fall and winter terms (25 weeks), the secretarial students continue the physical training already begun in the Junior year. Two periods daily are taken up with the training in field and gymnasium. A complete description of this course is given on pages 34-39. With the spring term of the Senior year the course in physical training is again resumed.

#### (5) **Industrial Course.**

The secretarial Middlers will take up drawing during the spring term. The course will be very similar, but much briefer, than the course for the educational Middlers described on pages 39-40. They will spend about three weeks on design and letter drawing, and will, during this time, be required to make original sketches for advertising posters, etc. Five weeks will be spent on mechanical drawing. This course includes geometric projections, developing surfaces, with a few lessons on the more advanced work. Enough attention will be given to architectural drawing during the remaining weeks of the term to enable students to intelligently understand architectural drawings. In the Senior year, the work of the fall and winter terms consists of mechanical laboratory practice, similar in exercises, but much shorter than that taken by the educational department students. The object is to give them an intelligent knowledge of the principles of operation involved in the various kinds of machines, the use of tools and machine construction ; making it possible for them to converse intelligently with mechanics and artisans of all classes, and also plan courses in industrial subjects. The important feature in the course is individual original work. Following the course in design and lettering, students do original work in producing designs for posters, circulars and general advertising matter. Following the course in architectural drawing is required an original drawing of a building with plans, elevations and details; and following mechanical drawing and mechanical laboratory practice, the design and construction of a complete model or machine.

### **B. PHYSICAL COURSE.**

Luther Gulick, M. D., James McCurdy, M. D.

*Object.* To furnish "normal Christian physical education" to those preparing to become directors of the physical work of the Young Men's Christian Associations, or of colleges.

The duties of a modern physical director demand that he shall be able to make an intelligent examination of the person who comes to him for advice ; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and in general all those topics which are related to "living at one's best ;" to put men into the condition of highest vitality and effectiveness in any line, is his first work. He must take into account the intimate relationships existing

between body and mind, and must understand their mutual effects. He must know how to prescribe exercise for the diseased who are often sent to him by physicians. He must be able to make his gymnasium a place of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs, and other organs (physical examination). He must know how to measure and test men, and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institution with which he will probably be connected (physical department of a Young Men's Christian Association).

### *Location.*

There is no part of the country where athletics are more fostered, where the college athletic teams are better trained, or where the local Young Men's Christian Associations are more vigorous in their physical work, than in the associations and colleges of New England.

The students visit the majority of the following named first-class gymnasiums during their course: THE ASSOCIATION GYMNASIUMS at Worcester, Boston, Cambridge, Holyoke, Hartford, New York, 23d street, Harlem, Brooklyn. COLLEGE GYMNASIUMS, Harvard, Amherst, Yale. ATHLETIC CLUBS, Boston Athletic Club, New York Athletic Club. NORMAL SCHOOLS OF GYMNASICS, Boston Normal, Baron Posse, Harvard, Mary Allen Y. W. C. A., Dr. Anderson.

From nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine building and gymnasium of the local association afford illustration of a model work.

### THE COURSE.

#### MIDDLE YEAR, Theory. Dr. J. H. McCurdy.

(During the first two terms, five hours per week).

*Physiology, and Physiology of Exercise.* The class will pursue a course in special physiology based upon the general course of the Junior year (see page 26). The study of the last term will include an application of the facts which relate especially to physical training, together with experimental work upon assigned subjects. The text-book for the last term will be the outline prepared by the student. "Physiology of Exercise," by Lagrange, and "Physical Education," by Treves, will be reviewed.



*Physical Department, Theory.* (Five hours per week.) During the spring term the following subjects will be considered :

*The Gymnasium.* 1. Construction. 2. Equipment. 3. Organization. 4. Advertising, terms, newspaper, prospectus, etc. 5. Gymnastic Pedagogy. 6. Gymnastic and Athletic Technique.

The class studies the construction of the gymnasium, locker rooms, bath rooms, bowling alleys ; also the construction and management of athletic grounds.

Under *Equipment* they will study the most approved methods of fitting up the gymnasium and grounds for physical exercise.

Under *Organization*, the physical department committee and its relation to the board of directors ; sub-committees ; leaders' corps, athletic committee, outing and Bible study committee.

*Advertising* the physical department.

*Pedagogy* consists of a discussion of the common faults in teachers, the best class formations, the essentials to be considered in selection of "leaders."

Under *Technique* will be studied the athletic and gymnastic rules, the management of contests, field days, etc.

## MIDDLE YEAR, Practice. Dr. Seerley.

Two periods daily will be devoted to gymnasium and field work during the year. The aim is to qualify students as teachers of gymnastics, athletics and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man in the associations. Muscular strength and coördination are to be developed only so far as they increase vitality.

Every subject throughout the course is studied and practiced from the standpoint of its usefulness as a physical or moral agent in the peculiar conditions obtaining in the Young Men's Christian Associations. Class rather than individual work, accordingly, is emphasized, the elements of recreation and moral discipline are striven for. The work done in the associations is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness. The course continues for the physical-course-students during all three years. The secretarial men will have the first five terms and the educational the first three terms.

The fall course in athletics will consist of events which can be done in any level field with little expense for the preparation of the grounds. It is believed many associations refrain from taking up athletics because they do not know of the excellent sports which require but little special apparatus.

This course will include field evolution with calisthenics, hare and hound chases, cross country runs, football, minton and field hockey.

*The Spring Athletic Course* will take up track and field events. Each student will be taught the standard events and the best methods of coaching for each.

*The Track Events* which are emphasized are the 100-yards dash, 220, 440, 880, the mile run and hurdling. The field events are pole vaulting, high jumping, broad jumping, shot putting and hammer throwing. Instruction is given during the spring in baseball and golf.

*Physical instruction indoors* progresses along the following lines : Class evolution, calisthenics, games, apparatus exercises and indoor athletics.

*In class evolutions*, the marching system by Dr. A. T. Halsted will form the basis for all work.

*Calisthenics* will be taught by (first) giving the principal positions derived from the fundamental standing position and (second) by standard drills with the dumb-bells, wands, bar bells and Indian clubs.

*Games*. Basket ball and volley ball receive due attention, also such gymnastic games as circle ball, three-deep, hand wrestling, Indian wrestling, etc.

*Apparatus exercises*. Instruction is given on the horizontal bar, parallel bars, German horse, buck, Swedish bom, traveling rings, flying rings and pulley weights.

The Middle class continues the practice of marching (begun in Junior year), supplementing it with fancy marching and maze running. The wands and Indian clubs receive special attention. Intermediate exercises on the heavy apparatus consist of exercises adapted for leaders and classes in the intermediate grade. The athletic side of gymnastics is pushed, *i.e.* those exercises which require strong legs and trunk rather than those which demand large arms and shoulders.

## SENIOR YEAR, Theory. Dr. Luther Gulick.

*History, Philosophy and Literature of Physical Training.* (24 weeks.)

Sketch of Greek history as related to Greek games. Greek gymnastics. Greek dances. Rythm. Dancing and religion. Greek ideas of exercise as related to health.

Life and work of Jahn. The German turners. Ling and his work. Athletics in England as a system of physical training. General playing of games. Comparison of school gymnastics, popular gymnastics and athletics. Ethical element in athletic sports. Life and work of Delsarte. Physical training in France.

Physical training in America : Dio Lewis, Sargent and Hartwell. Physical training in public schools, in colleges. North American Gymnastic Union. Physical department of the Young Men's Christian Association. Sketch of rise of physical training in several city associations. Work of William Wood. R. J. Roberts.

The work in this subject will be carried on (1) by lectures. (2) By prescribed reading. In this way the best literature of the subject will be covered. (3) By the investigation of some historical subject, the writing of a paper and its presentation before the class.

## Prescription of Exercise. Six weeks. Dr. Luther Gulick.

The use of exercise as affecting :

*Form.* (a) The thorax. Effect of prolapse of viscera. Methods for their restoration. (b) Position of the shoulders, raising and lowering shoulders. Ætiology of unevenness. (c) Shoulder blades flattening against the trunk. (d) The building up of small parts. (e) The reduction of fat. (f) Bone growth. (g) Spinal curvatures.

*Vitality.* (a) Special need of exercise during present civilization. (b) Neurasthenia. (c) Deficient nutritive ability. (d) Relation of exercise to vitality. (e) Exercise with reference to temperament. (f) Large versus small dosage, (g) Insomnia. (h) Migraine.

*Diseases.* (a) Congestions. (b) Hernia. (c) Constipation. (d) Cardiac weakness. (e) Cardiac insufficiency. (f) Partial paralyses. (g) Indigestion. (Various forms.)

The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

### **Anthropometry. Six weeks. Dr. Luther Gulick.**

Recording, tabulating measurements, mathematical discussion of anthropometric data. Use of charts in recording individual lines. Laws of growth during adolescence. Relation of height to weight. Weight to strength. Weight to lung capacity. Strength and weight to lung capacity.

Strength tests. How taken. Their value.

### **SENIOR YEAR, Theory. Dr. J. H. McCurdy.**

(One period daily during fall-spring terms.)

*Mechanics of the Body.* Based on physics and anatomy. Study of the bones, articulations, muscles, muscle insertions, leverage; of the combined action of muscles and mechanism of bodily movements, with special application to gymnastics and athletics. Demonstration on individuals, of muscular origin, insertion and action.

*Physical Examination.* "Physical Diagnosis," *Loomis*. Study of the appearances, conditions, defects and deformities likely to be met with in the examining room; method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director, and to protect those who may come under his charge against unwise exercise and habits of life.

*Massage.* Handbook of Massage, *Kleen*. The technique of massage and physiological effects. General principles as applied to development and training. Massage of sprains and strains. Medical massage is not included.

### **Training.**

*Condition.* Importance of dietetics; rest and work; stimulants.

*Habit.* Technical training for each event; speed; quickness starting; the nerve element in performances.

*Muscle.* Strength as an element in contests; its relations to condition, habit and endurance.

*Wind.* Endurance in continuous events, such as running, rowing; in discontinuous events, jumping, etc.

### **SENIOR YEAR, Practice. Dr. McCurdy.**

Two periods daily will be devoted to gymnasium and field work during the year.

The Seniors' practice consists of first, normal work; second, instruction, with special stress on normal practice.

Springfield and surrounding cities offer many opportunities for such work. Seven students are at present teaching in addition to their school work. A regular part of this year's work consists of normal practice in the new association gymnasium, and also in managing the sports and games which are conducted throughout the year on Saturdays at the school. Each student is required to arrange courses for different classes, for example, for the boys, the young men or the business men's classes.

Instruction is given in those wrestling, sparring and single stick exercises which are adapted for class work. Elementary tumbling will be taught. A sample bar bell drill is given, also advanced exercises on the heavy apparatus.

Swimming receives attention. The various strokes are taught and practiced; rescuing of the drowning, the righting of a capsized canoe or boat, diving, etc.

The elements of rowing, paddling and sailing are taught.

Students are expected during the course to visit the large gymnasiums of either Boston or New York, and that of either Harvard, Yale or Amherst; also to attend each year two conventions, one of the Young Men's Christian Association and the other of the American Association for the Advancement of Physical Education.

## C. THE EDUCATIONAL COURSE.

The object of this course is to fit candidates for the office of educational director in the Young Men's Christian Association. It has been established to meet the increasing demands of this important department. It is especially desirable that students should pursue a college course before entering the school. The educational course falls into four divisions:

1. The general course.
2. The industrial course.
3. Selected features from the secretarial course.
4. Practice in teaching night classes in neighboring Young Men's Christian Associations.

The Junior year and general course are the same for all students and have already been described.

The most characteristic feature of the educational course is a recognition of the great development in industrial branches which has taken place in recent years. Beginning with the Middle year an hour and a half daily are devoted during two years to drawing, and shop work in wood and iron.

The course is divided as follows: Design drawing, eight weeks; mechanical drawing, eighteen weeks; architectural drawing, eight weeks.

The course in design, covering a period of eight weeks, consists of a comprehensive study of the history of design, including the principles of symmetry and proportion as applied to design and lettering. The object of this course is to give students a comprehensive training in the art of originating circulars, posters, printed matter, etc.

The next division, covering a period of eighteen weeks, is mechanical drawing. Beginning with the first principles the course includes geometrical exercises, geometric figures of curved and straight lines, orthographic projections of lines, point and curves, with a short course in isometric perspective and development of surfaces.



The remaining eight weeks of the year are spent on the principles and elementary work in architectural drawing, giving some proficiency in this important branch. At least enough of the principles are taught to enable students to understand drawings of buildings, and to make drawings of simple buildings. After completing this course, each student will be expected to make an original design of an association building or department, with sufficient plans, elevations and details.

During the Senior year one hour and one-half daily are given to practical work in the shop. The course consists first, of work in wood, with lectures on wood working tools, their use, how to care and sharpen same, with practical applications of exercises involving the use of these tools, together with illustrations of the proper methods of dealing with the various kinds of woods used in construction.

After this preliminary course with the hand wood-tools there will be given practice with wood working machinery, especially on the wood lathe, power saws and machine planer. The application of this course will be made in pattern making and various forms of advanced construction.

The work in iron begins with forgings of simple forms in common iron, in order that the students may first become familiar, in a practical way, with the effect of a high degree of heat upon metal. This involves exercises not only in forging, but also welding. After the student has become somewhat familiar with the work in iron, exercises in steel are introduced, such as the forging and tempering of tools for various kinds of work.

The work in iron and steel in the machine room consists of exercises in chipping and filing, giving opportunity to make practical tests of the principles taught in forging. The work on machine tools is planned to give opportunity for the application of the principles previously considered, emphasizing the value and importance of teaching by exercises, involving the principles of competitive construction. During the spring term the aim is to combine all the previous training in drawing and construction by the designing and building of a simple machine or complete model illustrating a mechanical motion.

(C) The theoretical side of the educational course is given in connection with the secretarial course. In the Middle and Senior years, the students are required, in an association seminary, to study themes which bear particularly upon the work of the educational department. In the Senior year each student is expected to present a thesis that involves original research. In the Senior year four hours weekly are devoted to a study of the organization and work of the Young Men's Christian Association. The work of the educational department is studied in detail. Such subjects are considered as the reading room, library, literary societies, lectures and practical talks and educational classes. In considering the evening class work, attention is given to the various methods of studying the field, the courses of study most needed by the different classes of men, the planning of classes, the selection of teachers, and the practical application of the principles of pedagogy to the educational work of the association.

(D) Pedagogy is studied in the general course in the spring term of the Middle year. Special attention is given to its application to night class work. Each student is expected to take charge of evening classes in neighboring Young Men's Christian Associations two nights weekly, and to ally himself with the educational work of that association.



## STUDENTS NOW ENGAGED IN ASSOCIATION WORK.

MAY 1897.

The following is an approximately correct list of students now in the work that have been under regular instruction in the International Young Men's Christian Association Training School, at Springfield, Mass., up to and including the class of '96.

Allen, Lewis Warren,	'88.	Phys. Director, Hartford, Ct.
Allen, Winfred Emery,	'95.	Phys. Dir., Earlham College, Richmond, Ind.
Andrew, William Alexander,	'91.	Gen'l Secretary, Taunton, Mass.
Archibald, Lyman Walker,	'93.	Phys. Director, Hamilton, Ont.
Austin, Lewis Seybolt,	'95.	Gen'l Secretary, Dover, N. J.
Baldwin, Harry Anderson,	'91.	Gen'l Secretary, Knoxville, Tenn.
Ball, William Henry,	'91.	Phys. Director, Montreal, Que.
Ballard, Lyman Ellsworth,	'94.	Phys. Director, 23d St. Br., N. Y. City.
Banning, George Wheelock,	'89.	Phys. Dir., Colgate Univ., Hamilton, N. Y.
Bell, Arthur Ferguson,	'94.	Gen'l Secretary, Halifax, N. S.
Black, Walter Orlando,	'92.	Phys. Director, San Diego, Cal.
Bond, Thomas Parsons,	'93.	Phys. Director, Milwaukee, Wis.
Boucher, Clarence Root,	'87.	Gen'l Sec'y, R. R. Br., Covington, Ky.
Brierley, James Alfred,	'96.	Gen'l Secretary, Mt. Vernon, N. Y.
Brown, Arthur White,	'94.	Phys. Director, Grand Rapids, Mich.
Browne, Thomas James,	'98.	Phys. Director, Sioux Falls, So. Dak.
Burkhardt, Frederick William,	'93.	Phys. Director, Ger. Br., Buffalo, N. Y.
Bursley, Charles McClellan,	'96.	Phys. Director, Bangor, Me.
Canfield, James Edward,	'89.	Gen'l Secretary, Maysville, Ky.
Carey, Charles Henry,	'94.	Phys. Director, Dallas, Tex.
Carey, Wilbert Franklin,	'92.	Gen'l Secretary, South Bend, Ind.
Carruthers, Frederick Fayette,	'89.	Gen'l Secretary, Hastings, Neb.
Carson, Albert Thompson,	'90.	Gen'l Secretary, Plattsburg, N. Y.
Chapman, William Francis,	'87.	Ass't Secretary, Montreal, Que.
Cobleigh, Irving Vasa,	'95.	Gen'l Secretary, Norwich, Ct.
Colton, Oscar Clement,	'88.	Gen'l Secretary, Quincy, Mass.
Cook, John Wesley,	'88.	Gen'l Secretary, Bridgeport, Ct.
Cotton, Arthur Norman,	'95.	Ass't Secretary, Rochester, N. Y.
Daum, William Fletcher,	'90.	Gen'l Secretary, Passaic, N. J.
Davey, Joseph John,	'94.	Sec'y Boys' Dept., W. Side Br., N. Y.
Davis, William Henry,	'92.	Ass't Secretary, Bridgeport, Ct.

Day, George Edward,	'93.	Gen'l Secretary, Lynn, Mass.
Denman, Wm. Van Benschoten,	'95.	Phys. Director, Reading Pa.
Dickson, Henry David,	'90.	Gen'l Secretary, Buffalo, N. Y.
Dietz, Henry Louis,	'94.	Phys. Director, San Francisco, Cal.
Downey, Jerry Edward,	'98.	Ass't Phys. Director, Fitchburg, Mass.
Dudley, Joseph Matthews,	'95.	Gen'l Secretary, R. R. Br., Toronto, Ont.
Durand, William Balch,	'95.	Phys. Director, Buffalo, N. Y.
Eagleson, Archie Charles,	'96.	Gen'l Secretary, Westboro, Mass.
Edwards, James Henry,	'90.	Gen'l Secretary, Reading, Pa.
Exner, Max Joseph,	'92.	Phys. Dir. Carleton Col., Northfield, Minn.
Fagg, Frederick Dowe,	'88.	Gen. Sec. 26th Ward Br., Brooklyn, N. Y.
Fairbanks, William Austin,	'94.	Gen'l Secretary, Gloucester, Mass.
Fleming, George,	'91.	Gen'l Secretary, Kansas City, Kan.
Flindt, Albert Edward,	'90.	Gen'l Secretary, Bay City, Mich.
Freer, Harvey Washington,	'95.	Gen'l Secretary, Bellows Falls, Vt.
Gabler, George Lewis,	'94.	Phys. Director, Bridgeport, Ct.
Garland, Albert Ellsworth,	'91.	Phys. Director, Albany, N. Y.
Gay, Ernest Gordon,	'96.	Gen'l Secretary, Gardner, Mass.
Gillett, Burt Wood,	'87.	Gen'l Secretary, Manchester, N. H.
Godtfring, Frederic William,	'90.	Sec. Ger. Br., Philadelphia, Pa.
Googins, Clinton Hallett,	'96.	Phys. Director, Charlestown, Mass.
Greene, Sylvester Charles,	'88.	Gen. Sec. Union Depot Br., St. Louis, Mo.
Greenwald, James Andrew,	'96.	Phys. Director So. Side Br., Pittsburg, Pa.
Halsted, Alfred Thompson, M.D.,	'91.	Phys. Director, Springfield, Mass.
Haskell, Claire Ellis,	'93.	Phys. Director, Denver, Colo.
Hebbard, Lewis Eugene,	'98.	Phys. Director, Mt. Vernon, N. Y.
Herdman, John Robert,	'96.	Gen'l Secretary, Belleville, Ont.
Heywood, Charles Edward Alfred,	'98.	Phys. Director, Plainfield, N. J.
Holman, Frank,	'94.	Phys. Director, London, Ont.
Horner, Rudolf,	'94.	Gen. Sec. Ger. Br., San Francisco, Cal.
Huntress, Louis Maynard,	'96.	Phys. Director, Oswego, N. Y.
Ishikawa, Gen Samuro,	'92.	Gen. Sec. Japanese Br., San Francisco, Cal.
Jackson, Joseph Proctor	'89.	Gen'l Secretary, Dallas, Tex.
Jessop, William,	'98.	Gen'l Secretary, Summit, N. J.
Jones, Alfred Kirk,	'90.	Phys. Director, St. Joseph, Mo.
Karnes, Emmett Gilbert,	'99.	Sec. R. R. Ass'n, Gladstone, Va.
Kesty, Charles E.,	'98.	Gen'l Secretary, Bloomsburg, Pa.
Killam, Frank,	'95.	Phys. Director, Brockton, Mass.
King, Elisha Alonzo,	'94.	Gen'l Secretary, Newport, Ky.
Kinnicutt, William Henry,	'94.	Phys. Director, Cleveland, O.
Kruemling, August William,	'88.	Gen'l Sec. So. Side Br., St. Louis, Mo.
Lantz, Christian,	'94.	Gen. Sec., Greenpoint, Brooklyn, N. Y.
Larimore, Irving W.,	'91.	Phys. Director, Des Moines, Iowa.
Law, Frederick Harvey,	87.	Gen'l Secretary, Chicopee, Mass.

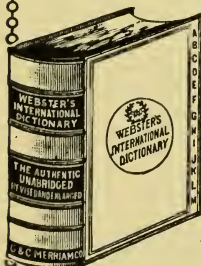
Locher, William Walter,	'90.	
Lohans, Herman Henry,	'95.	Sec. Ger. Br., Buffalo, N. Y.
Loring, Benjamin Tappan,	'93.	Phys. Director, Lynn, Mass.
Lotze, William George,	'88.	Gen'l Secretary, Denver, Col.
Lovejoy, Bertram Eugene,	'96.	Gen'l Secretary, North Adams, Mass.
Mahan, Frank,	'93.	Gen'l Secretary, Charlotte, N. C.
Marshall, Fraser Grant,	'90.	Prov'l Sec. Maritime Provinces, Truro, N. S.
Martin, Charles Alvin,	'95.	Gen'l Secretary, Milton, Pa.
Martin, Rufus Jonathan,	'94.	Phys. Director, Northampton, Mass.
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Simons, Eltham Leslie,	'96.	Secretary R. R., Hornellsville, N. Y.

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Triplett, Edward Mason,	'94. Ass't Secretary, Burlington, Iowa.
Vinson, James,	'92. Gen'l Secretary, Birmingham, Ala.
Von Starck, Waldemar,	'90. Gen'l Secretary, Breslau, Germany.
Welzmler, Louis, Jr.,	'94. Phys. Dir. West Side Br., New York City.
Winslow, George Henry,	'91. R. R. Secretary, Kansas City, Mo.
Wittwer, Carl Edward,	'89. Ass't Ger. Br., Buffalo, N. Y.
Worth, Elbridge Morseman,	'94. Gen'l Secretary, Lock Haven, Pa.
Wyman, William Hutchinson,	'89. Gen'l Secretary, Chelsea, Mass.

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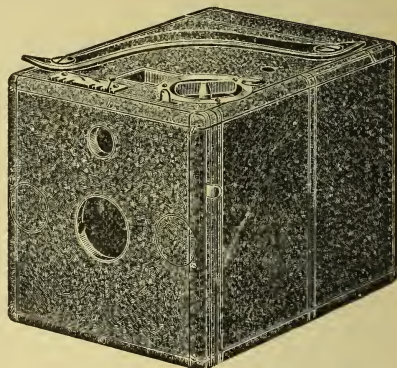
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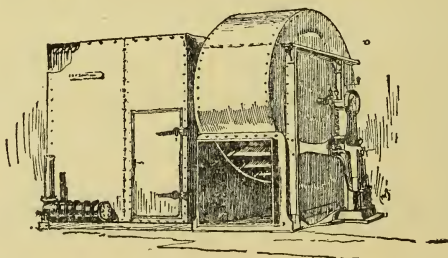
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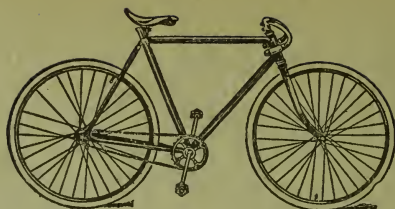
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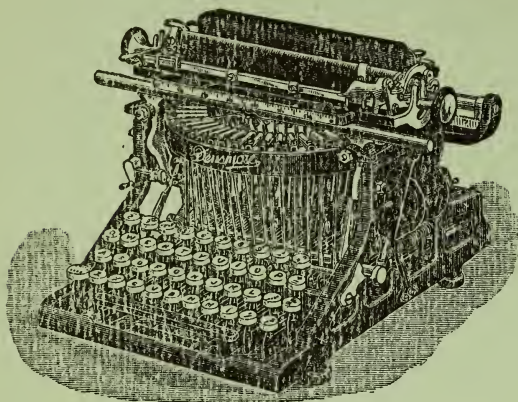
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International Young  
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1897-98

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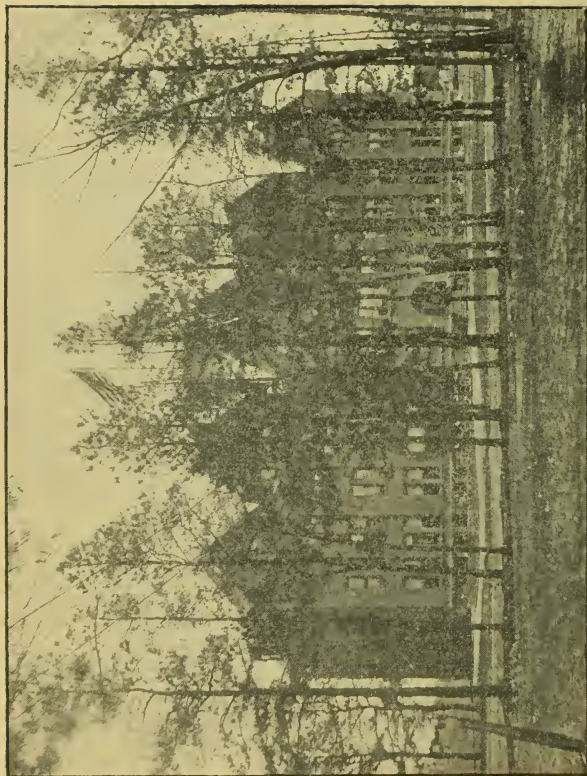
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# THIRTEENTH CATALOGUE

OF THE

## International Young Men's Christian Association Training School

SPRINGFIELD, MASSACHUSETTS



1897-98

With Prospectus for 1898-99

June, 1898.

## CALENDAR.

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Regular meetings of the Trustees on the first Wednesdays of September and March, and on the second Friday in June.

Annual meeting of the Corporation on the second Friday in June.

School financial year, September 1 to August 31.

### 1898.

September 14—Wednesday, . . . Beginning of Fall Term.  
November 23-28, . . . . . Thanksgiving Recess.  
December 21—Wednesday, . . . . Ending of Fall Term.

### 1899.

January 4—Wednesday, . . . Beginning of Winter Term.  
March 18—Saturday, . . . . . Ending of Winter Term.  
March 21-23, . . . New England Secretaries' Conference  
(at the Dormitory Building).  
March 29—Wednesday, . . . Beginning of Spring Term.  
June 9—Friday, . . . . . Commencement Exercises.  
September 13—Wednesday, . . . Beginning of Fall Term.

---

For information concerning the School, apply to L. L. Doggett, President, or Oliver C. Morse, Corresponding Secretary.

# CORPORATORS.

The names of the Trustees are italicized.

Australia, N. S. W., Sidney, David Walker.	Massachusetts, Springfield, C. H. Southworth.
" Victoria, Melbourne, H. A. Wilcox.	" <i>W. E. Waterbury.</i>
France, Paris, E. Buscarlet.	" Wilbraham, <i>W. R. Newhall.</i>
Germany, Berlin, Count Andreas Bernstorff.	" Worcester, <i>Wm. Woodward.</i>
England, London, M. H. Hodder.	Michigan, Detroit, C. M. Copeland.
" W. H. Mills.	" H. G. Van Tuyl.
Scotland, Glasgow, W. M. Oatts.	Minnesota, St. Paul, Thomas Cochran.
" Portobello, R. H. Smith.	Missouri, Kansas City, Witten McDonald.
Hawaii, Honolulu, Hon. Henry Waterhouse.	" G. H. Winslow.
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" Campello, <i>Preston B. Keith.</i>	" Rev. Wallace MacMullen.
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" T. E. McDonald.	" Benjamin Thaw.
" Lynn, George E. Day.	" Scranton, H. M. Boies.
" Manchester, <i>Russell Sturgis.</i>	" C. H. Zehnder.
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" Springfield, <i>Dr. W. F. Andrews.</i>	" <i>W. E. Colley.</i>
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" <i>H. H. Bowman.</i>	Tennessee, Chattanooga, J. B. Milligan.
" J. T. Bowne.	" Knoxville, James H. Cowan.
" <i>Geo. D. Chamberlain.</i>	" Nashville, J. B. O'Bryan.
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" D. F. Graham.	" Fort Worth, William C. Winthrop.
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" J. L. Johnson.	Vermont, Brattleboro, J. J. Estey.
" <i>Henry S. Lee.</i>	" Burlington, W. J. Van Patten.
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" Oliver C. Morse.	" L. A. Coulter.
" <i>Rev. D. A. Reed.</i>	Washington, Seattle, E. C. Kilbourne.



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## FACULTY.

---

L. L. DOGGETT, Ph. D., PRESIDENT, 20 Westford Avenue,  
*History and Organization*  
*of the Young Men's Christian Association.*

J. T. BOWNE, 121 Northampton Avenue,  
*Librarian and Instructor in Association Methods.*

LUTHER GULICK, M. D., 250 Alden Street,  
*History and Philosophy of Physical Training.*

OLIVER C. MORSE, 219 Florida Street.  
*Christian Evidences.*

F. N. SEERLEY, M. D., 180 Westford Avenue,  
*Physiology and Psychology.*

H. M. BURR, 159 Princeton Street,  
*Christian History, Sociology and Ethics.*

D. F. GRAHAM, 179 Alden Street,  
*Educational Course.*

JAMES H. MCCURDY, M. D., 308 Eastern Avenue,  
*Applied Physiology, Gymnastics and Athletics.*

W. G. BALLANTINE, D. D., LL. D., 321 St. James Avenue,  
*The Bible.*

---

FRANCIS REGAL, West Springfield,  
*English.*

## STUDENTS, 1897-98.

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### SENIOR CLASS (1898).

Browne, Thomas James,	(P)	Philadelphia, Pa.
Camp, John Gilbert,	(S)	Winsted, Conn.
Chapin, Wilfred Herbert,	(S)	New Britain, Conn.
Clapp, Carlos Duella,	(P)	Adrian, Mich.
Davis, Albert Beeri,	(S)	Fitchburg, Mass.
Elmer, Charles Walter,	(E)	Pittsfield, Mass.
Fish, Alanson Lester,	(P)	Ira, Vt.
Goodhue, Joseph Augustus,	(P)	Leominster, Mass.
Greeley, Arthur Howard,	(S)	Concord, N. H.
Hawkins, Lewis Everett,	(S)	Brooklyn, N. Y.
Hunter, John George,	(S)	Toledo, Ont.
Ingalls, George Everett,	(S)	Lawrence, Mass.
Jerome, Percy Fray,	(S)	Cleveland, O.
Lantz, John,	(S)	Gap, Pa.
Lehmann, Gotthilf,	(S)	Backnang, Germany.
Randal, Ernest Grant,	(E)	Phoenix, Ariz.
Ross, Robert Stuart,	(S)	Norwich, Conn.
Stokes, Alfred,	(S)	Redlands, Cal.
Tibbetts, Arthur Ta-sun-ke- mani,	(S)	Fort Yates, North Dak.

Nineteen Seniors.

### MIDDLE CLASS (1899).

Bates, Thomas,	(S)	Hamilton, Ont.
Boardman, Charles Augustus,	(P)	Norwich, Vt.
Bolger, Thomas Fidelis,	(S)	Piqua, Ohio.
Braman, Sidney Thompson,	(P)	North Adams, Mass.

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\*Partial Course; (S) Secretarial Course; (P) Physical Course; (E) Educational Course.

Campello, Solone di,	(S)	Rome, Italy.
*Dodge, Charles Ernest,	(P)	Stoddard, N. H.
*Dodge, George Edward,	(P)	Stoddard, N. H.
Doolittle, Sherwood Burdett,	(S)	Mt. Carmel Center, Conn.
Foss, Martin Isaac,	(P)	East Williamson, N. Y.
Goodale, William Benjamin,	(S)	Oswego, N. Y.
Kraus, Edward August,	(E)	New Haven, Conn.
Merritt, Joseph Elbridge,	(P)	Quincy, Mass.
Pryce, William Morris,	(P)	Red Oak, Iowa.
Sherrill, John Hall,	(S)	Memphis, Tenn.
Shoemaker, Arthur,	(P)	Philadelphia, Penn.
Smith, Roy Evelyn,	(S)	Anagance, N. B.
White, Robert Seaman,	(S)	New Haven, Conn.
Young, Fred,	(P)	East Northfield, Mass.

Seventeen Middlers.

#### JUNIOR CLASS (1900).

Baily, Mahlon Gregg,	(S)	Philadelphia, Pa.
Bennett, William Henry,	(P)	Taunton, Mass.
Bond, Roy,	(P)	Cassopolis, Mich.
Booth, Clifford Thurman,	(P)	Pittsburg, Pa.
Brainard, Thomas Marshall,	(S)	North Adams, Mass.
Camp, Charles,	(P)	Rochester, N. Y.
Chesley, Albert Meader,	(P)	Lynn, Mass.
Crawford, Merrell Walter,	(S)	Detroit, Mich.
Dautrich, Carl,	(P)	Torrington, Conn.
*Downey, Jerry Edward,	(P)	Fitchburg, Mass.
Hunter, George Higgins,	(S)	Hamilton, Ont.
Hutchins, Frederick Jefferson,	(P)	Fulton, N. Y.
Jewett, Nelson Josiah,	(P)	Richland, Mich.
Lester, Simon Floyd,	(S)	Fulton, N. Y.
*Lowrie, John Joseph,	(S)	Gloucester, Mass.
Mertens, William Frank,	(S)	Passaic, N. J.
*Miller, Linwood Benjamin,	(P)	Portland, Me.
*Moses, Franklin,	(S)	Providence, R. I.
Nason, Samuel Kelsey,	(P)	Gloucester, Mass.
Nesbitt, John,	(P)	Mount Vernon, N. Y.

\*Partial Course; (S) Secretarial Course; (P) Physical Course; (E) Educational Course.

Record, Charles Sturges,	(P)	Saratoga Springs, N. Y.
Saunders, Walter Warren,	(P)	Frederick, Md.
Simons, John Franklin,	(S)	Hornellsville, N. Y.
Swan, Horace Cheney,	(P)	Roxbury, Mass.
*Tomlinson, Edward,	(S)	Gilbertville, Mass.
Vaughan, Harland,	(S)	Bridgeport, Conn.
Von den Steinen, Edward,	(P)	Cleveland, O.
Wittig, Richard Leonhard,	(P)	Galveston, Texas.

Twenty-nine Juniors.

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\*Partial Course; (S) Secretarial Course; (P) Physical Course; (E) Educational Course.



## OBJECT.

This School aims to equip young men for the offices of General Secretary, Physical Director and Educational Director in the Young Men's Christian Association. Christian young men desiring to fit themselves for the directorship of college gymnasiums are also admitted.

## HISTORICAL SKETCH.

The rapid extension of the Association movement between 1870 and 1880, the erection of large buildings, and the marked increase in the size of individual Associations created a demand for trained men.

In connection with this growing demand for men there has been a corresponding advance in the requirements.

Another important development is the call from foreign lands. Secretaries of the Associations in Paris, Rome, and Breslau have been trained at this school.

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, in connection with the School for Christian Workers. In 1887 the department for physical training, which has prepared a large proportion of the physical directors now in the work, was established. In 1890, as the result of a demand from the Associations, the institution was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of ground, bordering on Massasoit Lake, was purchased, and after an heroic effort funds were secured for a model gymnasium and athletic field. In response to rapid developments in the Association world, the Educational Department was established in 1894. The pressing need of a dormitory and recitation hall was satisfied by the erection of the present attractive headquarters of the institution in 1895, giving the School a property valued at \$100,000.

Along with this external development there has been a less public but even more important internal evolution. A carefully

shaped curriculum, extending over three years, and a competent faculty of specialists is the result.

In 1896 a committee of the trustees revised and unified the work of the institution.

### POLICY.

There are two conceptions of a technical school. One, that the instructors should be men who, though devoting their chief energy to the work of their profession, are willing to take part of their time to meet students and direct their study. This method of imparting instruction was formerly almost universal. It has been as generally abandoned. In the trades, it was called the apprentice system. Young men were bound out to master workmen of varying degrees of ability, who taught them simply to do as their fathers had done. This has been succeeded in Europe, and more recently in America, by the trades schools and industrial institutes, which not only teach better, but are constantly leading in improved methods of work. In the professions the development has been almost parallel. Formerly a student of law, medicine, or divinity was placed under the charge of a member of the profession he was seeking to enter. The lawyer directed the reading of the law student, took him to court, and otherwise guided his work. But this method of professional preparation has been abandoned in Europe, and is fast passing here. It has been found that preparation for a life work is of such vital moment that it cannot be left to the casual hours of men who give their chief thought and energy elsewhere.

But more important than this, the most successful schools are those which devote the greatest care to fundamental studies and principles, and only give actual work sufficient to illustrate these principles and secure the necessary skill. A man will have opportunity to gain experience all his life, but he is not likely to master the principles of his calling after entering upon it. Actual experience gives precedents, rather than guiding principles.

This higher conception of a technical institution is an historical development. The technical and professional schools to-day aim both to train men and to advance the particular calling of which they are a part.

This School is built upon such a conception, and its history has already shown the wisdom of this policy. Its leadership in physical education, and its contribution to association literature and methods have already given it a prominent place. In its early days, the trustees were compelled to employ men who gave only part of their time to teaching. It has greatly increased the efficiency of the School to have a faculty who can devote their whole endeavor to its interests.

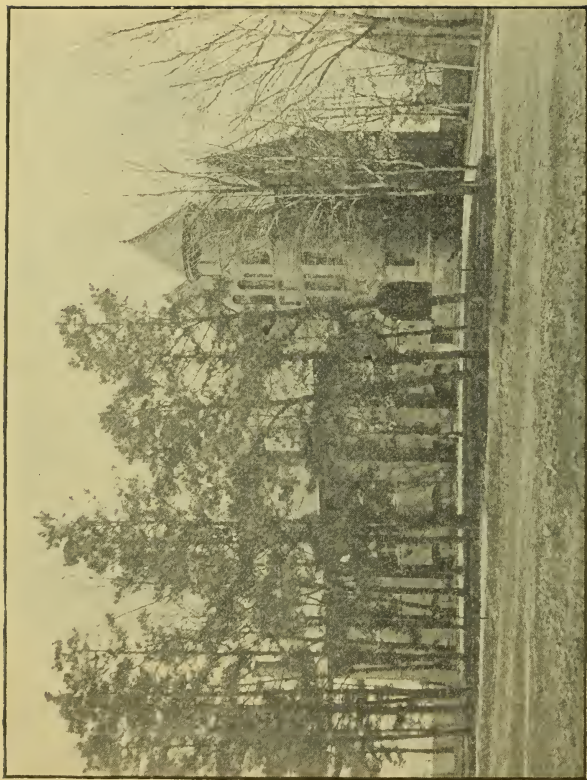


MASSASOIT LAKE.

### EQUIPMENT.

The Dormitory building, which at present is used also for recitations, library, and offices, is an attractive four-story brick structure, overlooking Massasoit Lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," the reading room, library and offices.

The three upper floors contain two class rooms, sleeping rooms for sixty-four students, and on the fourth floor a dining hall and kitchen. Each floor is provided with lavatories and bath tubs. In the basement there are large rooms for chemi-



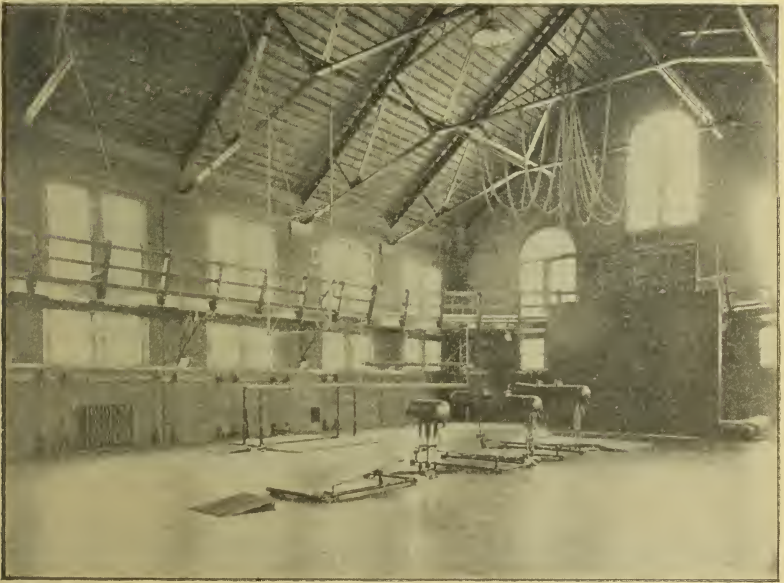
GYMNASIUM BUILDING.



cal, physical and physiological laboratories, a bicycle room and store room, besides the furnace and engine rooms.

The School possesses a model gymnasium for physical training, with a floor 48 x 74, free from posts, having the usual apparatus, and in addition, Swedish boms, hand ball court, class climbing ropes, seven needle baths with hot and cold water, lockers 18 x 18 x 48 inches with combination locks, class rooms and examining rooms.

The athletic grounds cover six acres, with ball field, quarter-mile running and bicycle track, tennis courts, etc.



SOUTH END VIEW OF GYMNASIUM FLOOR.

Through the courtesy of the Secretary of War, the School now has the privilege of the use of Massasoit Lake for aquatics. The School possesses a fine fleet of boats, which are admirably adapted for this purpose.

Workshops for industrial training, consisting of a pattern making room, forging room or blacksmith shop, machine room, and engine room, have been fitted up in the basement of the gymnasium building.

The School library contains 2,165 books and over 4,200 pam-

phlets, the latter being one of the best collections of the publications of the Young Men's Christian Association and kindred organizations to be found. The collection on physical training is one of the best. The reference library is open to the students at all times, and the lending section from 9 A. M. to 6 P. M. The reading room, always open, has on file two dailies, seventeen weeklies, fifty-one monthlies, and three quarterlies.

In addition, the students have access to the Bowne Historical Library, the largest collection of books, pamphlets and manuscripts bearing on work for young men in existence; also to the Springfield Public Library of 101,000 volumes, now ranking the eighth among our great circulating libraries.



SCHOOL BOATS.

The School stands for the most thorough practical, as well as theoretical training. The opportunities for participating in the various phases of work for young men are abundant. The Holyoke Association, within easy reach of the School, has one of the most successful works in a manufacturing community of 45,000 people. The Central Association at Springfield has a splendidly equipped building with all modern facilities. Several Associations in smaller towns can be reached in a short time by electric connections.



BUILDING OF THE SPRINGFIELD ASSOCIATION.



BUILDING OF THE HOLYOKE ASSOCIATION.

## GENERAL COURSE.

FALL	Training Class (1)	Christian History (5)	Physiol'gy (5)	English Music (1)	Gymnas'm Field (10)
WINTER	Training Class (1)	"	"	"	"
SPRING	Training Class (1)	"	"	"	"
FALL	Old Test. Tr'g Class (1)	Associat'n History (3)	Psychology (5)	Lectures	
WINTER	"	"	"	"	
SPRING	"	"		"	
FALL	New Test. Tr'g Class (1)		Sociology (5)	"	
WINTER	"		"	"	
SPRING	"		Ethics (5)	"	

JUNIOR

MIDDLE

SENIOR

1. Students preparing to be General Secretaries will take the general course and the technical secretarial course.
2. Students preparing to be Physical Directors will take the general course and the technical physical course. Psychology, however, will be taken in the Senior year instead of the Middle year.
3. Students preparing to be Educational Directors will take the general course, part of the secretarial course, and all of the educational course.
4. The courses in Sociology and Ethics will be taken only by secretarial and educational course students.

## TECHNICAL COURSES.

SECRETARIAL.			PHYSICAL.			EDUCATIONAL.	
		Gymnas'm Field (10)	History of Physical Training (2)	Physiol'gy (5)	Gymnas'm Field (10)	Drawing (Design) (10)	
		"	"	"	"	Drawing (Mechan'ly) (10)	
Pedagogy (5)	Physical Department Theory (5)		Department Theory (5)	Physiol'gy of Exercise (5)	"	Drawing (Architect.) (10)	
Ass'n Methods (4)	Seminar. Literature (5)	Shop (10)	Seminar. Phil. of Phys. Tr'g (5)	Mechanics of Body Phys. Exam. (5)	"	Department Theory with Secretariat (5)	Wood Work (10)
"	Problems	"	Literature of Phys. Training (5)	Anthropometry. Prescriptions of Exercise (5)	"	"	Iron Work (10)
"	Theses " (5)		Theses and Spec'ls Work (5)	Training and Massage (5)	"	"	Construction (10)



# THE CURRICULUM.

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The curriculum falls into two divisions: 1. The General Course, embracing studies which underlie the work of an Association officer, and which are pursued by all students. 2. The Technical Courses, which give the knowledge and training for the particular department of work which the student expects to enter.

## I. GENERAL COURSE.

This course, which forms the foundation of the curriculum, seeks to fit students to be leaders in spiritual work. It seeks to train each student to lead young men to Jesus Christ, and to teach the Bible. It aims to acquaint him with the Young Men's Christian Association and its field. It also seeks to broaden his intellectual horizon, to promote mental discipline, and to familiarize him with the problems which a leader in Christian work will meet in practical life. It falls into five divisions: 1. Biblical Course. 2. Historical Course. 3. The Study of Man and his Relationships. 4. Course in English and Vocal Music. 5. Conventions and Lectures.

### 1. BIBLICAL COURSE.

(1) *The Bible.* (Dr. Ballantine, Middle and Senior years, five hours per week.) An essential of spiritual leadership is a knowledge of the Scriptures. This is fundamental in the preparation for any position in the Associations. It is the aim of the institution that every student who enters its ranks shall gain a knowledge of the Bible, and it is believed that the course here offered will prove attractive, not only to men who are preparing, but to men already in the service who may desire a year of special Bible study. Two years are devoted to a study of the text, one being given to the Old Testament and one to the New Testament. The student is expected to read each book in accordance with the directions of the instructor, to recite upon its facts and ideas in the class room, and to take notes of familiar lectures upon it. There are no formal lectures upon Biblical introduction and theology, but the topics commonly treated under those heads are incidentally brought to the student's attention while he is engaged upon the several books inductively. By the method used, the student gains from his



own investigations a direct and comprehensive knowledge of each book in the Bible and of each Testament as a whole. The main outlines of the progress of Hebrew civilization and history, and of divine revelation, are fixed in his mind. He attains a knowledge not of proof texts, but of connected series of events and inspired arguments and chains of thought. In the unity of a total impression, the strength of every part is assured.

In this way not only are the contents of Scripture mastered, but the mind is trained in the preparation of Bible reading, etc., and the inner spiritual life is quickened through the truth. It will be readily seen that this course does not aim to give courses that can be reproduced in the local associations, but to give a comprehensive study of the entire body of the Scriptures, which will enable the student to lay out courses himself as may be necessary.

(2) *The Training Classes.* (Dr. Doggett, Junior and Senior years, one hour per week. Dr. Seerley, Middle year, one hour per week.) These classes have an intimate relation to the practical Christian work of the students during their entire course. The Junior and Middle years are devoted to the study of methods for dealing with individuals. The great questions of regeneration and the use of the Bible with the unsaved form the subject matter of this study. In the Senior year this hour is devoted to the study of the use of the Bible in public. Attention is given to the preparation of Gospel addresses, Bible studies and the best methods of teaching Bible classes.

## 2. HISTORICAL COURSE.

(1) *The History of Christianity and Christian Civilization.* (Mr. Burr, Junior year, five hours per week.) It is the aim of this course to familiarize the student with the great movements in the development of Christianity and Christian civilization. The first term is devoted to the study of early and medieval Christianity, the second term to the Reformation and the Protestant movement in Europe, and the third term to the movement in America and the history of missions.

The work is carried on by lectures, carefully prepared courses of reading, and text book for special periods and topics. Special emphasis is laid on the courses of reading and topical study, so that the student becomes familiar with the masterpieces of historical literature. Recent additions to the department of history in the School library will facilitate the work very much.

Students are expected to own "The History of the Christian Church," by Prof. Fisher.

(2) *Association History.* (Dr. Doggett, Middle year, three hours per week.) The aim of this course is to acquaint all students with the history and development of this great movement. Careful attention is given to the forces in the church, and the conditions of social life which made such a movement necessary. The association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, especial attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the

American work requires especial attention to the movement on this continent. In the third period, 1878 to 1897, more attention is given to the spread of the movement throughout the world. This course studies the development of the association, its organization and polity, and the fixed principles which govern its operation and its relation to the church.

### 3. THE STUDY OF MAN AND HIS RELATIONSHIPS.

This course is arranged in recognition of the unity of man's threefold nature, with the conviction that the religion of Jesus Christ is adapted to redeem man in his entirety—body, mind and spirit.

(1) *Physiology*. (Dr. Seerley, Junior year, five hours per week.) This study begins with a course of lectures, calculated to show man's place in the whole universe, including the unorganized and organized world, and to put him into relation with these.

A study of the body is then begun with the most simple analysis into trunk, limbs, head, and all that can be readily observed.

This naturally leads to the study of the mechanics of the body. Then, by means of dissection of animals in the laboratory, we discover the different systems making up the body (muscular, osseous, nervous, etc.), and the organs associated in forming the apparatuses (circulatory, digestive, respiratory, reproductive, etc.).

The student then picks out the muscles and names them, assisted by charts, demonstrations and experiments; the bones, naming and classifying them, aided by the skeleton. Bone, muscle, nerve, etc., are then studied as regards function, structure and relations.

In the same way every organ composing the several apparatuses is minutely studied till a complete analysis results.

He then collects and combines all the physiological properties possessed by all the tissues, and discovers that the original cell, from which developed this complex structure by the process of differentiation, possessed all these powers.

A study of the growth and development of the body then naturally follows. Careful study is then given to the external and internal conditions which tend to promote health in this complex structure, as well as the best thing to do in case an injury should occur to any part of it.

(2) *Psychology*. (Dr. Seerley, Middle year, two terms, five hours per week.) This course immediately follows physiology and is a study of the intellectual man, keeping strictly in mind the relations to other phases of activity, both physical and spiritual.

The subject is considered under four heads:

- (a) The physical basis of mind.
- (b) The conditions for effective mental activity.
- (c) The faculties of mind.
- (d) The operations of mind.

The first comprises a study of the brain and its functions, the organs of special sense, sensation, habit, and such other subjects as properly belong under physiological psychology. Much that is often considered under

the title of personal purity and allied subjects is considered under this head.

The second head comprises a study of consciousness, attention and habit, and an attempt is made to present them in a way most practical to students engaged in the study of young men.

Under the "faculties of mind" are studied the intellect, sensibilities and will, with an endeavor to discover the laws underlying the growth and development of the mind. This is likewise presented in a practical way, aiming to discover how character is built, first, for the student's own good, and second, to equip him with knowledge essential to leadership.

The fourth head includes the operations of acquisition, or the acquiring of knowledge, with the processes of assimilation, or the making over of the acquired material, depositing it as a part of one's own character, and the reproduction or the expression of the character to others.

This leads to the study of Pedagogy.

#### 4. COURSE IN ENGLISH AND VOCAL MUSIC.

(1) *English*. (Mr. Regal, Junior year, three hours per week.) The ability to use the English language is of the utmost importance. Few men achieve such excellence in English but that they covet the opportunity for further study. Throughout the course students are required to present papers and essays in different branches, which are revised and criticised by instructors. In the Junior year, three hours weekly is given to the study of English and models of English literature, with especial attention to composition.

Particular attention is given to public speaking in connection with the Literary Society, under the leadership of one of the members of the Faculty. All Middlers and Seniors are expected to participate. The Literary Society meets on alternate weeks through the year.

(2) *Vocal Music*. One hour per week in the Junior year is given to chorus work under a competent director. This course aims: (a) To acquaint the student with the gospel music which has been adapted to male voices. (b) To teach how to sing this music. (c) To teach the reading of easy music. (d) To fit the student for leading the music at a men's gospel meeting.

#### 5. CONVENTIONS AND LECTURES.

(1) *Conventions*. The School aims, by conventions and conferences, to bring the students into touch with the current affairs of the association. During the past year, at the invitation of the Massachusetts State Committee, the School attended in a body the State Convention held at Worcester. Fifty-three students were present. During March the New England Secretaries' Conference held its session for three days at the School Dormitory, affording the students an opportunity to come into close touch with association life. The Conference has accepted the invitation

of the trustees to hold its meeting for 1899 also at the School. The Presidents of the Student Associations of New York and New England held their annual conference at the Dormitory in April of this year.

(2) *Lectures.* One of the most gratifying opportunities for the study of association problems has been afforded by the lectures given from time to time by association leaders. During the past year the following lectures have been given:

"Historical Account of the Development of the Association Movement in the West," by Robert Weidensall; "The Morning Watch," and "The World's Student Christian Federation," by John R. Mott; "Educational Department," by Geo. B. Hodge; "Mistakes by a Secretary in His First Year," by F. S. Goodman; "Work for Boys," by T. M. Osborne; "The Reorganization of Education," by Dr. T. M. Balliet; "Conditions of Service," by S. D. Gordon; "Recent Developments in the Physical Department," by Dr. Luther Gulick; "Experiences as a General Secretary," by Rudolf Horner, Basle, Switzerland; "Railroad Work," by H. O. Williams; "Association Printed Matter," by C. F. Powlison.

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## II. TECHNICAL COURSES.

During the Junior year all students pursue the general course, but from that time on, while a part of the time of each day is occupied with the general course, an increasing proportion of the students' time is put into special technical study in the departments to which they intend to devote their lives.

### 1. THE SECRETARIAL COURSE.

(1) *The Young Men's Christian Association.* (Mr. Bowne, Senior year, four hours per week.)

*The Field and Its Limits.*

The work, why needed. A definite work by and for young men. The aim distinctively religious. Relation to the church. Relation to other religious societies.

*The Organization.*

When and how to organize. The constitution. Branches and sub-organizations. The directors and officers.

*The Membership.*

Classes. How to secure members. The membership committee. How to retain members. Development of active members. The associate membership and its relations.

### *The General Secretary.*

His relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to his fellow secretaries. Accepting a call. Beginning work. Correspondence. System. Statistics. Studying human nature. Dress. Conversation. Economy. Health. Growth—spiritually, intellectually and socially. Securing and training employed officers—demand and supply, methods of training.

### *The Association Home.*

Advantages of owning a building, location, arrangement, construction, equipment. The care of the home—repairs and safety, order and cleanliness. How to get a building—preparatory work, the canvass, cautions. The building movement, its beginning and growth.

### *The Business Management.*

Current finances—the annual budget, income, solicitation, collection, and disbursement, financial bookkeeping. Real estate and endowment funds—incorporation, trustees, endowment, debt, taxes, insurance, leases. Records and advertising—recording statistics, anniversaries, parlor conferences, printed matter, the bulletin, annual reports.

### *The Religious Department.*

The Bible in Association Work: Individual study—objects, methods and helps; class study—a Bible class indispensable, relation of the general secretary, beginners', advanced and training classes, true place and appliances, the teacher, the class, the topics preparing the lesson, teaching the lesson. Practical work with the unconverted—personal work, the evangelistic Bible class, the Bible in the evangelistic meeting; Bible readings. Religious meetings, etc.—the evangelistic meeting, other meetings at the rooms; meetings outside the rooms—in boarding houses, in public institutions; sermons to young men; distribution of religious reading matter; the invitation committee.

### *The Educational Department.*

The reading room—furniture, supervision, papers, and periodicals. The library—its importance and place in the association, how to develop, apartments and furniture, management, selecting and buying books, classification, cataloguing, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational classes—the need, branches taught, adaptation, thoroughness, frequency of sessions, instructors' class rooms, examinations. Literary societies, etc.—value, various forms of organization and work, now supervised. Lectures and talks—the use and abuse of lectures, home talent, practical talks. The educational director—qualifications, work and relationships.

*Note.*—The subject of educational class work is greatly enlarged upon and practically illustrated by special work under Mr. Graham. See page 34.

### *The Physical Department.*

Aim of the department—health, education, recreation. Conditions under which a physical department should be organized. Scientific equip-



ment and methods—examinations, statistics, prescription of exercise. Practical equipment and methods—location and arrangement of gymnasium, bath and dressing rooms, outfit, methods. Outdoor work. The physical director. The department committee.

*Note.*—For extensions of the theory and practice of physical work, see page 27.

#### *The Social Department.*

The reception committee. The social rooms. Social entertainments.

#### *The Department of Information and Relief.*

Boarding houses. Employment bureau. Savings bureau. Benefit fund. Visiting the sick. Destitute young men.

#### *The Boys' Department.*

Necessity, aim and benefit. Organization and relationships. Different classes of boys. Supervision. Methods and agencies—religious, educational, physical and social.

#### *The Work among Special Classes of Men.*

College students—history, organization, methods, outgrowths. Railroad men—history, aim and benefits, organizations and finance, rooms and methods. Commercial travelers—the field, work and agencies. Other nationalities and races—the field, the German work, the colored work, etc. Miscellaneous classes—soldiers and sailors, mutes, lumbermen, firemen, street car employees, etc.

#### *Women's Work for Young Men.*

Organization and methods.

#### *State and Provincial Work.*

The state committee. Finances. The state secretary. The state convention—preparatory work by the state committee, preparatory work by the local association, at the convention. The district work—the committee, conferences, intervisitation, corresponding members. The relation of the local association and secretary to the general work of supervision and extension.

#### *The American International Work.*

History and organization. The field. The work—supervision and extension, correspondence, publications, securing and training employed officers, aid to building enterprises, aid in securing funds, aid to state and other conventions, help in disaster. Secretaries of the committee. International finances. International conventions. Day and week of prayer. Work among young men in foreign lands—policy, relationships, methods.

#### *The World's Alliance.*

History, organization and work.

#### *Text Book.*

“Handbook of the History, Organization and Methods of Work of Young Men's Christian Associations—Edition of 1892.” This book was prepared primarily for the use of this School.

(2) *Seminary Work.* (Dr. Doggett, Senior year.) The object of this course is to study at first hand the documentary sources of the Young Men's Christian Association, and to learn the art of original investigation. A rich and unworked field is presented to the student in the many undeveloped themes in association history and by its unsolved problems. During the Middle year students in the secretarial and educational courses study themes akin to their departments. In the Senior year a thesis is prepared upon a theme agreed upon by the student and instructor.

Students in the seminary meet weekly for a two-hours' session in the class room, and are expected to devote two hours daily during the Senior year to research. The historical and physical libraries available to students make this work of great value.

Students who desire to prepare a thesis upon a theme in sociology, will be permitted to do so.

(3) *Sociology.* (Mr. Burr, Senior year, two terms, five hours per week.) The aim of the course is to familiarize the student with the most serious economic and social problems which he will meet in his work, and the fundamental economic and social laws which must be recognized in all reform movements.

The first term will be devoted to Economic Introduction, and the study of social economic problems such as, "Social and Economic Inequality," "The Labor Problem," "Characteristics of Modern Industry and Commerce," "Industrial Combinations," "Industrial Control," "Individualism vs. Socialism," etc.

The second term will be devoted to Sociology proper, and to a study of the constitution of society, of social laws and forces, and social ideals. Especial emphasis is laid on the relation of the family to the social organism, and to the law of association.

(4) *Ethics.* (Mr. Burr, Senior year, one term, five hours per week.) "Moral Science," by Prof. Fairchild, will be used as a text book. The subject will be taken up from the standpoint of modern psychology.

(5) *Pedagogy.* (Dr. Seerley, Middle year, one term, five hours per week.) Here study is given to the curves which show the relative development of the acquisitive, the assimilative, and the expressive powers at different ages; those showing relative emphasis on the work to be done, and those showing relative emphasis in instructing, developing and training the mind.

The student thus arrives at the principles of method, which form the basis for applied pedagogy in the different courses.

(6) *Practice.* Unusual opportunities are afforded for practical work, and for getting an inside view of association management. The Holyoke and Springfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of association work. Through the Student Association, this activity has been developed into a three years' graded course: Juniors serve on committees; Middlers teach Bible classes; and Seniors have charge of deputation days in the district. One of the most helpful experiences of the past year was a four days' tour by the Senior secretarial men with one of the instructors. The tour included New Haven, Bridgeport, Brooklyn,

New York City, and the offices of the State and International Committees. By prearrangement, from one-half hour to an hour was spent with the man in charge of each of the departments visited. Nine associations were studied, and addresses and papers given to the class by thirty-three different association employees.

All methods of practical work treated in the secretarial course are fully illustrated by approved blanks and printed matter.

All are given practice in using the library; in preparing reports of committees, minutes of meetings, items for newspapers and bulletins, printers' copy and proof reading, and are expected to attend each year at least two association conventions.

Frequent delegations of students are assigned to conduct services for young men in neighboring town and villages.

(7) *Physical Training.* Every secretary is given a thorough course in physical training. During the Junior year and the first two terms of the Middle year, two periods daily are given to practice in the gymnasium and field. A complete description of this course is given on pages 30 and 32.

(8) *Organization of the Physical Department.* See page 30.

(9) *Industrial Course.* (Mr. Graham, three terms, two hours per day.) The secretarial Seniors will take up drawing during the fall term. The course will be very similar, but much briefer than the course for the educational Middlers described on pages 34-35. They will spend about three weeks on design and letter drawing, and will, during this time, be required to make original sketches for advertising posters, etc. Five weeks will be spent on mechanical drawing. This course includes geometric projections, and developing surfaces. Enough attention will be given to architectural drawing during the remaining weeks of the term to enable students to intelligently understand architectural drawings. The work of the winter and spring terms consists of mechanical laboratory practice, similar in exercises but much shorter than that taken by the educational department students. The object is to give them an intelligent knowledge of the principles of operation involved in the various kinds of machines, the use of tools and machine construction; making it possible for them to converse intelligently with mechanics and artisans of all classes, and also plan courses in industrial subjects. The important feature in the course is individual original work. Following the course in design and lettering, students do original work in producing designs for posters, circulars and general advertising matter.

## 2. PHYSICAL COURSE.

*Object.* To furnish "normal Christian physical education" to those preparing to become directors of the physical work of the Young Men's Christian Associations, or of colleges.

The duties of a modern physical director demand that he shall be able to make an intelligent examination of the person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food,

clothing, sleep, work, exercise, and, in general, all those topics which are related to "living at one's best;" to put men into the condition of highest vitality and effectiveness in any line, is his first work. He must take into account the intimate relationships existing between body and mind, and must understand their mutual effects. He must know how to prescribe exercise for the diseased who are often sent to him by physicians. He must be able to make his gymnasium a place of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs, and other organs (physical examination). He must know how to measure and test men, and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institution with which he will probably be connected (physical department of a Young Men's Christian Association).

The aim is to qualify students as teachers of gymnastics, athletics and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man in the associations. Muscular strength and coördination are to be developed only so far as they increase vitality.

Every subject throughout the course is studied and practiced from the standpoint of its usefulness as a physical or moral agent in the peculiar conditions obtaining in the Young Men's Christian Associations. Class rather than individual work, accordingly, is emphasized, and the elements of recreation and moral discipline are striven for. The work done in the associations is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness. The course continues for the physical course students during all three years. The secretarial men will have the first five terms and the educational the first three terms.

The fall course in athletics will consist of events which can be done in any level field with little expense for the preparation of the grounds. It is believed many associations refrain from taking up athletics because they do not know of the excellent sports which require but little special apparatus.



This course will include field evolution with calisthenics, hare and hound chases, cross country runs, foot ball, minton and field hockey.

The spring athletic course will take up track and field events. Each student will be taught the standard events and the best methods of coaching for each.

The track events which are emphasized are the 100-yards dash, 220, 440, 880, the mile run and hurdling. The field events are pole vaulting, high jumping, broad jumping, shot putting, and hammer throwing. Instruction is given during the spring in base ball and golf.

Physical instruction indoors progresses along the following lines: Class evolutions, calisthenics, games, apparatus exercises, and indoor athletics.

In class evolutions, the marching system by Dr. A. T. Halsted will form the basis for all work.

Calisthenics will be taught, first, by giving the principal positions derived from the fundamental standing position and, second, by standard drills with the dumb-bells, wands, bar bells, and Indian clubs.

Games. Basket ball and volley ball receive due attention, also such gymnastic games as circle ball, three-deep, hand wrestling, Indian wrestling, etc.

Apparatus exercises. Instruction is given on the horizontal bar, parallel bars, German horse, buck, Swedish bom, traveling rings, flying rings, and pulley weights.

*Location.* There is no part of the country where athletics are more fostered, where the college athletic teams are better trained, or where the local Young Men's Christian Associations are more vigorous in their physical work, than in the associations and colleges of New England.

The students visit the majority of the following named first-class gymnasiums during their course: THE ASSOCIATION GYMNASIUMS at Worcester, Boston, Cambridge, Holyoke, Hartford, New York—23d Street, Harlem, Brooklyn. COLLEGE GYMNASIUMS, Harvard, Amherst, Yale. ATHLETIC CLUBS, Boston Athletic Club, New York Athletic Club. NORMAL SCHOOLS OF GYMNASTICS, Boston Normal, Baron Posse, Harvard, Mary Allen, Y. W. C. A., Dr. Anderson.

From nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine building and gymnasium of the local Association afford illustration of a model work.

The location of the School upon Massasoit Lake furnishes an excellent opportunity for training in aquatics. The School possesses a fine fleet of boats for this purpose.

In general, the course in physical training is divided into (1) Theory, and (2) Practice.

#### JUNIOR YEAR.

(1) *Theory.* During 1898-99, courses will be offered in *physics* and *chemistry* for students who are not prepared in these branches. These subjects will be pursued sufficiently to enable the student to understand the mechanics of the body and the chemistry of digestion. Students who



can pass satisfactory examinations will not be required to take these branches.

(2) *Practice*. (Three terms, two hours per day.) The Junior physical work is the same for all students.

(a) *Field*. Instruction is given in field athletics, standing broad and running high jumps, shot putting, pole vaulting, running, base ball (batting, base running, fielding, and team practice), foot ball (ball passing, instruction in different positions, falling on the ball, and team practice), minton, field hockey, and cross country running.

(b) *Gymnasium*. Instruction is given in plain marching, special attention being paid to the best formation for handling large classes. After a study of the typical gymnastic positions in calisthenic exercises, sample drills are taught with dumb-bells, heavy Indian clubs, pulley weights and elementary exercises on the heavy apparatus. Emphasis is laid on the hygienic work, which permits large classes to be handled effectively. Indoor athletics are taught during April.

(c) *Aquatics*. Swimming and diving are taught.

#### MIDDLE YEAR.

(1) *Theory*. (Dr. McCurdy, three terms, five hours per week.)

(a) *Physiology and Physiology of Exercise*. The class will pursue a course in special physiology based upon the general course of the Junior year (see page 21). The study of the last term will include an application of the facts which relate especially to physical training, together with experimental work upon assigned subjects. The text book for the last term will be the outline prepared by the student. "Physiology of Exercise," by Lagrange, and "Physical Education," by Treves, will be reviewed.

(b) *Organization of the Physical Department*. (Dr. McCurdy, one term, five hours per week.) During the spring term the following subjects will be considered:

*The Gymnasium*. Construction. Equipment. Organization. Advertising teams, newspaper, prospectus, etc. Gymnastic pedagogy. Gymnastic and athletic technique.

The class studies the construction of the gymnasium, locker rooms, bath rooms, bowling alleys; also the construction and management of athletic grounds.

Under equipment they will study the most approved methods of fitting up the gymnasium and grounds for physical exercise.

Under organization, the physical department committee and its relation to the board of directors; sub-committees; leaders' corps; athletic committee; outing and Bible study committee.

Advertising the physical department.

Pedagogy consists of a discussion of the common faults in teachers, the best class formations, the essentials to be considered in the selection of "leaders."

Under technique will be studied the athletic and gymnastic rules, the management of contests, field days, etc.

(c) *History of Physical Training.* (Dr. Gulick, three terms, two hours per week.) Each student in the physical course will make a study of some special subject and will write upon it. Dr. Gulick will give the following lectures:

*Greek Period.* Ancient funeral games, their extent, range and significance. The funeral games over Patroclus; also other references to sport found in the Iliad and the Odyssey of Homer. The place of the athletic games as related to Greek history. Historical development of the Olympic games; their leading characteristics,—individual not group. The prize and honor system, and its effect upon the games. The rise and effect of professionalism. Greek ideas of exercise as related to health and education. Funeral games among the Romans, the rise of the Ludi Gladiatorii, and the gladiatorial combat. Place, influence, and extent of the Roman games. The Roman baths. Physical training of the Roman army.

*Medieval Period.* Estimate placed upon the body by the Latin Fathers of the church. The divorce between the natural and the spiritual. Early sports among the Germans as reported by Tacitus. The rise of chivalry. The knightly tournaments of the Middle ages; their place, conduct and influence.

*The Dawn of the Modern Period.* Mercurialis, his book "Di arte Gymnastica," and the medieval physicians. Place, work, and influence on physical training of Mulcaster, Locke, Rabelais, Luther, Milton, Fuller, Clia.

The Emile—J. J. Rousseau. The influence of Rousseau on, and the relationships between, Basedon, Salzmann, Vieth, Gutsmuths, Nachtigal, Jahn, Ling, Beck, Lieber. The influence and life of Gutsmuths, Vieth and Nachtigal, Friedrich Ludwig Jahn.

*The Modern Period.* The development and characteristics of the German Turners; their service in the Thirty Years' War. The organization and conduct of the Turnerbund. The present Turnerschaft, its extent, organization and conduct. H. P. Ling and the fundamental characteristics of the Swedish gymnastics. The "Day's Order" and the "Gymnastic Progression." Colonel Amoros, and the movement in France. The revival of interest. The new Olympic games. Baron Pierre de Coubertin. Place and influence of Delsarte. Play among the Anglo-Saxons. Early sport in England. The development and influence of group games, as shown by foot ball. Athletics in the universities and preparatory schools of England. Early history of foot ball, cricket, golf, lawn tennis.

*The American Movement.* The first interest in physical training, Capt. Partridge. The school at Round Hill, Harvard, Yale. The early manual training movement in schools. Life and influence of Dio Lewis. The new movement at Amherst, Harvard, Yale, Princeton, Mount Holyoke. The North American Gymnastic Union. Swedish gymnastics in America. Normal schools of physical training. The American Association for the Advancement of Physical Education. The leaders in physical training in America—Edward Hitchcock, D. A. Sargent, E. M. Hartwell, and others. The early physical training movement in the Associations. The early physical directors, Wm. Wood, Robert J. Roberts, and their influence. The Summer Schools and Physical Directors' Conferences. The

Pentathlon. The Indoor Test. The Athletic League. The Training Schools. Physical training papers in English—Physical Educational Review, Mind and Body, Posse Gymnasium Monthly, Gymnastic and Athletic Review, Physical Education, The Gymnasium. The Physical Department of the International Committee.

(2) *Practice.* (Dr. Seerley, three terms, two hours per day.)

(a) *Field.* Students are taught tennis, foot ball (punting, place, and drop kicking, tackling bag and team practice), base ball (catching, pitching, and team practice), and golf. Instruction is given in sprinting, middle distance running, hop step and jump, broad and high jumping, pole vaulting, and hammer throwing.

(b) *Gymnasium.* The class continues the practice of marching begun in Junior year (see page 29), supplementing it with fancy marching. The wands and Indian clubs receive special attention. Intermediate exercises on the heavy apparatus consist of exercises adapted for leaders and classes in the intermediate grade. The athletic side of gymnastics is pushed, *i. e.*, those exercises which require strong legs and trunk rather than those which demand large arms and shoulders. Athletic instruction is given indoors during April in starting, high jumping, broad jumping, and pole vaulting.

#### SENIOR YEAR.

(1) *Theory.*

(a) *Seminary in Philosophy of Exercise.* (Dr. Gulick.) During the year lectures will be given on the topics in the following list. Each student will prepare a thesis upon an assigned theme.

The adoption of machinery as affecting the bodily development of the race. The progressive urbanization of civilized peoples. Urbanization as related to vitality. Specialization as affecting bodily vigor and development. The growth of school life as related to health and development. Devices of the day for increasing the amount of work an individual can do; the telephone, telegraph, stenographer, mail service, steam, etc. The physical conditions of the young men of the cities. Physical needs as related to stage of development. Conditions of the Association physical work. "Function makes structure" as applied to physical training. Development by inherent rather than by external power and conditions. Summary of the physiology of exercise. Muscular as related to psychical force. Exercise as related to the development of the motor elements of the brain. Neuro-muscular fatigue. Volitional fatigue. Emotional fatigue. Exercise and brain hygiene. Muscular contraction as an element of thought. The plays of children and adolescents. The plays of adults. The play of animals. The philosophy of play. Play as related to physical education. The place and limits of competition in physical training. The place and limits of specialization in physical training. Track and field sports in physical training. Athletic games in physical training. Heavy gymnastics in physical training. Calisthenics in physical training. The exercise of men in groups. The limitations of games, competition, athletic records, etc. Characteristics of a day's work in physical training. Physical work for boys. Summer camps for boys. The philosophy, place and limitations of medical gymnastics.

(b) *Prescription of Exercise.* (Dr. Gulick, six weeks, one hour per day.) The use of exercise as affecting:

*Form:* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. *Ætiology* of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Bone growth. Spinal curvatures.

*Vitality:* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage. Insomnia. Migraine.

*Disease:* Congestions. Hernia. Constipation. Cardiac weakness. Cardiac insufficiency. Partial paralyses. Indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

(c) *Anthropometry.* (Dr. Gulick, six weeks, one hour per day.) Particular attention will be paid to the use of graphic methods in illustration of mathematical data. Recording, tabulating measurements, mathematical discussion of anthropometric data. Use of charts in recording individual lines. Laws of growth during adolescence. Relation of height to weight. Weight to strength. Weight to lung capacity. Strength and weight to lung capacity. Strength tests; how taken; their value.

(d) *Mechanics of the Body.* (Dr. McCurdy, six weeks, one hour per day.) Based on physics and anatomy. Study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and mechanism of bodily movements, with special application to the movements of the fluids of the body, *e. g.*, blood and lymph. Demonstration on individuals, of muscular origin, insertion and action.

(e) *Physical Examination.* (Dr. McCurdy, six weeks, one hour per day.) "Physical Diagnosis," Loomis. Study of the appearances, conditions, defects, and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director, and to protect those who may come under his charge against unwise exercise and habits of life.

(f) *Massage.* (Dr. McCurdy, six weeks, one hour per day.) "Hand-book of Massage," Kleen. The technique of massage and physiological effects. General principles as applied to development and training. Massage of sprains and strains. Medical massage is not included.

(g) *Training.* (Dr. McCurdy, six weeks, one hour per day.)

Condition. Importance of dietetics; rest and work; stimulants.

Habit. Technical training for each event; speed; quickness; starting; the nerve element in performances.



Muscle. Strength as an element in contests; its relations to condition, habit, and endurance.

Wind. Endurance in continuous events, such as running, rowing; in discontinuous events, jumping, etc.

2. *Practice.* (Dr. McCurdy, three terms, two hours per day.) The Seniors' practice consists of first, normal work; second, instruction, with special stress on normal practice.

A regular part of this year's work consists of normal practice in the Association gymnasium, and also in managing the sports and games which are conducted throughout the year at the School. Each student is required to arrange courses for different classes, viz., for boys, young men, business men.

Students are expected during the course to visit the large gymnasiums of either Boston or New York, and that of either Harvard, Yale, or Amherst; also to attend each year two conventions, one of the Young Men's Christian Association and the other of the American Association for the Advancement of Physical Education.

(a) *Field.* Students are taught hurdling (120 and 200 yards), walking, foot ball (team practice, coaching), and field hockey (team practice, coaching).

(b) *Gymnasium.* Instruction is given in such wrestling, sparring, and single stick exercises as are adapted to class work. Elementary tumbling is taught. A sample bar bell drill is given, also advanced exercises on the heavy apparatus.

(c) *Aquatics.* Rowing in single and double gigs, also in four-oared working boats, is taught.

### 3. EDUCATIONAL COURSE.

(Mr. Graham, Middle and Senior years, two hours per day.)

The object of this course is to fit candidates for the office of educational director in the Young Men's Christian Association. It is especially desirable that students should pursue a college course before entering this department. Students in this course pursue the same studies as those preparing for the general secretaryship, except that work in industrial lines is substituted for work in physical training. The special work of this department is divided into (1) Theory, (2) Practice.

(1) *Theory.* In the Middle and Senior years, the students are required, in an Association seminary, to study themes which bear particularly upon the work of the educational department. In the Senior year each student is expected to present a thesis that involves original research. In the Senior year four hours weekly are devoted to a study of the organization and work of the Young Men's Christian Association. The work of the educational department is studied in detail. Such subjects are considered as the reading room, library, literary societies, lectures, and practical talks and educational classes. In considering the evening class work, attention is given to the various methods of studying the field, the courses of study most needed by the different classes of men, the planning of classes, the



selection of teachers, and the practical application of the principles of pedagogy to the educational work of the Association.

(2) *Practice.* Beginning with the Middle year, an hour and a half daily are devoted during two years to drawing, and shop work in wood and iron.

The course is divided as follows: Design drawing, eight weeks; mechanical drawing, eighteen weeks; architectural drawing, eight weeks.

The course in design, covering a period of eight weeks, consists of a comprehensive study of the history of design, including the principles of symmetry and proportion as applied to design and lettering. The object of this course is to give students a comprehensive training in the art of originating circulars, posters, printed matter, etc.

The next division, covering a period of eighteen weeks, is mechanical drawing. Beginning with the first principles the course includes geometrical exercises, geometric figures of curved and straight lines, orthographic projections of lines, point and curves, with a short course in isometric projection, perspective and development of surfaces.

The remaining eight weeks of the year are spent on the principles and elementary work in architectural drawing, giving some proficiency in this important branch. At least enough of the principles are taught to enable students to understand drawings of buildings, and to make drawings of simple buildings. After completing this course, each student will be expected to make an original design of an association building or department, with plans, elevations, and details.

During the Senior year one and one-half hours daily are given to practical work in the shop. The course consists of work in wood, with lectures on wood working tools, their use, how to care for and sharpen same, with practical applications of exercises involving the use of these tools, together with illustrations of the proper methods of dealing with the various kinds of woods used in construction.

After this preliminary course with the hand wood tools, there will be given practice with wood working machinery, especially on the wood lathe, power saws, and machine planer. The application of this course will be made in pattern making and various forms of advanced construction.

The work in iron begins with forgings of simple forms in common iron, in order that the students may first become familiar, in a practical way, with the effect of a high degree of heat upon metal. This involves exercises not only in forging, but also welding. After the student has become somewhat familiar with the work in iron, exercises in steel are introduced, such as the forging and tempering of tools for various kinds of work.

The work in iron and steel in the machine room consists of exercises in chipping and filing, giving opportunity to make practical tests of the principles taught in forging. The work on machine tools is planned to give opportunity for the application of the principles previously considered, emphasizing the value and importance of teaching by exercises, involving the principles of competitive construction. During the spring term the aim is to combine all the previous training in drawing and construction by the designing and building of a simple machine or complete model illustrating a mechanical motion.

## GENERAL INFORMATION.

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### REQUIREMENTS FOR ADMISSION.

1. The School is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and if admitted, bring a certificate to this effect, and unite and work with some church of his choice in this city within the first term after his admission.
  2. The equivalent of a good English education is required. College graduates can complete the course in two years.
  3. All students upon entering must pass a physical examination. Candidates for physical training should do this before coming.
  4. Business experience is considered very desirable.
  5. Admission should be applied for at least two weeks before the opening of the school year (September 14), and students are urged to be present at the opening exercises of the School.
  6. If at any time a student shows a lack of the prerequisites for success he will be dismissed.
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### ESTIMATE OF EXPENSES FOR THE SCHOOL YEAR OF FORTY WEEKS.

The following table is based upon the experience of the past five years:

Table board (with students' club), . . . . .	\$ 75.00	to	\$125.00
Furnished room with light and heat, . . . . .	50.00		50.00
Tuition, . . . . .	50.00		50.00
*Gymnasium suits, . . . . .	8.00	to	40.00
Washing, . . . . .	12.00	"	20.00
Text and note books, and laboratory supplies, . . . . .	12.00	"	35.00
Conventions, . . . . .	15.00	"	18.00
Membership in local Association, . . . . .	2.00	"	10.00
	<u>\$224.00</u>		<u>\$348.00</u>
Diploma (Senior year) . . . . .	3.00		3.00

\*Students are advised not to purchase gymnasium or athletic suits before coming to the school, as the school has regulation colors and suits, which all are expected to wear.

Tuition is payable *promptly* on the last Monday in September and January, one-half at each payment. Room rent on last Monday in each month. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the school. Rent stops only when the room is vacated and the key delivered to the janitor. A deposit of fifty cents will be required for each key.

Each student lodging in the Dormitory will care for his own room, which must be kept scrupulously clean. *He will be expected to provide sheets, pillow slips, towels and soap.* Beds are all single, three feet in width; pillows, 18x26 inches. Rooms are liable to inspection.

Sets consisting of four sheets, two pillow slips, four large linen towels, and two large bath towels, all hemmed, can be furnished by the school for \$4.00, if ordered in advance.

The following article appeared in "Men" for April 23, 1898:

### Student Expenses at the Training School.

One trouble encountered by all students is the difficulty in obtaining the necessary funds to meet their school course. The expense per year runs from \$250 to \$350. This expense has been met by the students at the Training School in three different ways. First, by bringing the money with them necessary to cover the course. This is the most satisfactory method, but, unfortunately, not always feasible. The second way is to reduce these expenses to a minimum. The third way is to earn the whole or a part of the funds during the school course. Some statements of facts, telling what some of the students have accomplished in the last two ways suggested, will be interesting.

During the year 1896-97, four students found they would be unable to complete the course unless some reduction was possible. After a thorough canvass of the situation, they determined to reduce their board bills. They made a study of the methods employed by students without cash in other institutions, and decided to make use of the Aladdin oven, as patented by Edward Atkinson, Ph. D. The experiment was so novel and interesting that the Springfield *Union*, and later some of the New York dailies, gave full particulars of the methods in use by these students. This year, twenty students decided that they must reduce their expenses if they were to remain at the school. The experience of the Aladdin Oven Club of last year's class gave them encouragement. These men organized themselves into clubs, the average membership being about four in each. They appointed one of their number as cook, another steward and another dishwasher, etc. Three of these clubs adopted the Aladdin oven, because (first) it could be operated by a novice, none of them having had experience in cooking. (Second) Food cooked in this oven is more nutritious. (Third) Coarser grades of meat could be used to advantage, because of the method of cooking. (Fourth) Because the oven requires little attention while in use. It seems almost incredible that these different groups of men with no experience were able to prepare nutritious and palatable food, and still carry on their studies. The way these students have cooked their own food and washed their own dishes that they might obtain an education shows pluck and grit.

These definite facts for four clubs are given: First, Club A, which has been running eighteen weeks; the average cost per week for food and equipment in this club has been \$1.77; the average cost for food alone \$1.43. In Club B, which has been running eighteen weeks, food and equipment has been \$1.68; for food alone \$1.15 per week. In Club C, which has been in operation eight weeks, the cost for food and equipment has been \$1.61 per week; for food alone 81 cents per week. Club D has paid for food \$1.01 per week; they brought their dishes and a gas stove from home, and so saved the cost of equipment. The matter is no longer an experiment with these students. The possibility of reducing the living expenses from \$100 or \$120 (the full cost of board) to \$40 or \$60 for the school year, has enabled many students to remain at the school when

otherwise it would have been impossible. The methods used by these students will bear careful study by young men wishing to save money for an education or other purposes. The faculty were somewhat skeptical about the experiment. During the first eighteen weeks careful observation showed that the men were all gaining in weight, were standing well in their gymnasium and class-room work, three of the men doing double gymnasium work. The men gained about five pounds on the average during the eighteen weeks.

Here is what twenty-three of the men earned during their school course, not including money earned during the summer vacation. This money has been earned by the physical students, largely by gymnastic teaching in Springfield and surrounding towns. The educational men have earned the bulk of theirs by teaching in the evening classes of the surrounding Associations. These students have earned during the current year \$3,163.83; of this amount \$1,637.50 was earned in teaching; \$267.07 was earned in the shop, and \$1,259.26 in miscellaneous ways, *e. g.*, a number of the men work Saturday afternoon and evening in the clothing stores; others earn their tuition by assistance in the janitor work. These twenty-three men have averaged \$137.56 during this year. It is possible for any man who has average ability, with an abundance of "grit," to secure an education, even though he lack the financial backing. Five of the best students in school have earned an average of \$232 during the current year. This sacrifice on their part has meant hard work. It has brought the reward which concentration and application always bring. None of these men has had special friends; their success has been due to their individual endeavors.

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## RECITATIONS, PRACTICE AND EXAMINATIONS.

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week; also at least two hours' daily practice, according to the year and department, in gymnastics, athletics, shop work, laboratory work, or practical work in the Young Men's Christian Association.

Examinations, either oral or written, are made at the option of each instructor.

Monday is the school holiday.

A Junior or Middler shall be eligible for promotion only after passing satisfactorily in every branch prescribed for the year covered, and upon approval of the president.

A Senior shall be eligible for graduation only after passing satisfactorily in every branch of the course, and upon approval of the president.

Conditions imposed in any subject must be met during the following term.

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## SELF-SUPPORT.

The institution is unable to offer aid to students. A small loan fund, however, has enabled quite a number of students to complete their courses. A number find opportunity for work in connection with the buildings. Three to four are given teaching as assistants in the gymnasium and shop, and a number secure positions in neighboring Associations.

## CONTRIBUTIONS.

Inquiries concerning the finances will receive prompt attention if addressed to OLIVER C. MORSE, Corresponding Secretary, and remittances may be made payable to his order, or to H. H. BOWMAN, Treasurer.

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## BI-CENTURY CLUB.

To maintain the School's work on its present plane of efficiency, a yearly income of \$20,000, aside from tuition fees and room rentals, is required. This is divisible into 200 shares of \$100 each, and an effort is now being made, with the cordial sanction and coöperation of the Trustees, to place these shares in the form of annual subscriptions of \$100 each.

To place all of them for this year, and perhaps the next few years, may make it necessary to ask some friends to take from two to five shares; but the aim is to increase the number of shareholders, as speedily as possible, to 200, and so form a Bi-Century Club of \$100 supporters.

An endowment fund of \$2,000 serves to place one share permanently, and so far three have been thus placed, providing the school with \$300 annually towards its current expense fund.

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## BEQUEST FOR ENDOWMENT.

I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of ..... , to be safely invested by them and called the ..... Fund. The interest of this fund to be applied to the use of the School.\*

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## PERPETUAL LOAN FUND.

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association Training School, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of five thousand dollars—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the school.

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\*Or the testator may specify towards the current expenses; or towards the support of a chair of instruction in the General Course, or in any of the departments; or to be used as a loan towards the education of students who have shown ability in any of the departments.



## THE ASSOCIATION OUTLOOK AND TRAINING SCHOOL NOTES.

This publication aims to represent the work of the School. It records what is going on among the students and faculty. It publishes the original work which is being done by students and faculty. Problems of interest and importance among the associations upon which there may be light thrown from the educational standpoint are discussed here. The general design of the paper is to keep all those who are interested in touch with the School, and to furnish such a discussion of association events, outlook, policy and problems, as would naturally come from an educational center. The subscription price is \$1.00. The faculty coöperate in its maintenance, but the special editorial responsibility has been placed upon Dr. Luther Gulick.

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### THE STUDENT ASSOCIATION.

The Student Association was organized October 17, 1896. It has in view the following purposes: (1) To promote the spiritual growth of the students. (2) To encourage a spirit of Christian fellowship. (3) To provide opportunity for definite Christian work throughout the city and neighboring towns. (4) To establish closer relation with the Inter-Collegiate movement. The work of the Association may be best described through its regular committees:

*The Executive Committee* is made up of the general officers of the Association, and with the Finance Committee, looks after the business interests of the Association.

*The Committee on Religious Meetings* has charge of the devotional services of the Association, and seeks to stimulate the adoption of systematic methods of devotional Bible study.

*The Missionary Committee* seeks through study of missionary literature, and by special work, to promote interest in Home and Foreign Missions, and to encourage systematic giving.

*The Social and Membership Committee* seeks to interest new students in the Association, and tries in every way to serve them both before and after their arrival. Socials are frequently given during the year.

*The Physical Department Committee* coöperates with the faculty in making successful the public gymnastic and athletic events of the School. It aims to encourage a spirit of school loyalty, and endeavors to develop a sentiment for "clean sport" among organizations with whom the School competes.

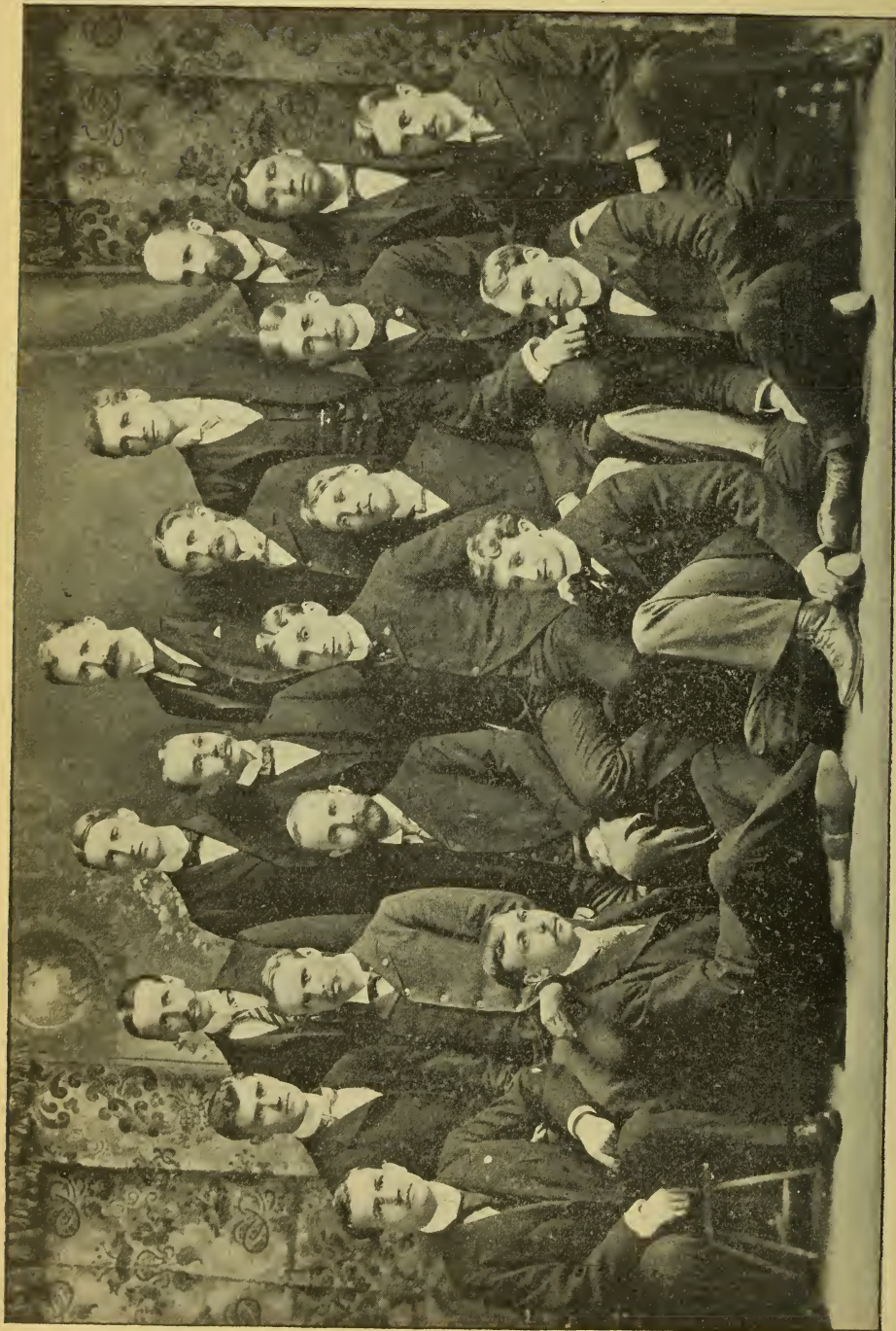
*The Inter-Collegiate Committee* is actively engaged in establishing helpful relations with the colleges and preparatory schools of our neighborhood.

*The Music Committee* has in charge the formation of a glee club, etc., and will provide music for special occasions.

*The Outside Work Committee* endeavors to provide for the students opportunities for definite aggressive Christian work, and to enable the students to render more efficient service in the local Christian institutions. Opportunities for service are opened in connection with neighboring Young Men's Christian Associations, local churches and Christian societies, conducting of Bible classes, gospel meetings, and deputation days.

The membership fee in the Student Association is two dollars per year. Additional expenses are met by subscriptions from friends of the students.

The president of the Association, Mr. M. I. Foss, East Williamson, N. Y., or the corresponding secretary, Mr. J. F. Simons, 180 Westford avenue, would be glad to correspond with prospective students who may desire information of any kind.



CLASS OF '98.

A. H. Greeley,	J. G. Hunter,	A. L. Fish,	A. B. Davis,
J. G. Camp,	E. G. Randall,	J. Lantz,	P. F. Jerome,
A. Stokes,	R. S. Ross,	L. E. Hawkins,	A. Tibbetts,
G. Lehmann,	G. E. Ingalls,	T. J. Browne,	C. D. Clapp,
	C. W. Elmer,		W. H. Chapin,

## STUDENTS NOW ENGAGED IN ASSOCIATION WORK.

JUNE, 1898.

The following is an approximately correct list of students now in the work that have been under regular instruction in the International Young Men's Christian Association Training School, at Springfield, Mass., up to and including the class of '97.

Allen, Winfred Emery,	'95.	Phys. Dir., Earlham Coll., Richmond, Ind.
Andrew, William Alexander,	'91.	Gen'l Secretary, Taunton, Mass.
Archibald, Lyman Walker,	'93.	Phys. Director, Hamilton, Ont.
Austin, Lewis Seybolt,	'95.	
Baldwin, Harry Anderson,	'91.	Gen'l Secretary, Knoxville, Tenn.
Ball, William Henry,	'91.	Phys. Director, Montreal, Que.
Ballard, Lyman Ellsworth,	'94.	Phys. Director, German Br., N. Y. City.
Banning, George Wheelock,	'89.	Phys. Dir., Colgate Univ., Hamilton, N. Y.
Bartlett, Reuel Ernest,	'95.	Phys. Dir., Houston, Tex.
Bell, Arthur Ferguson,	'94.	Gen'l Secretary, Halifax, N. S.
Black, Walter Orlando,	'92.	Phys. Director, San Diego, Cal.
Bond, Thomas Parson,	'93.	Phys. Director, Milwaukee, Wis.
Boucher, Clarence Root,	'87.	Gen'l Sec'y, R. R. Br., Covington, Ky., (Temp. in charge of Army Work at Lexington, Ky.)
Brown, Arthur White,	'94.	Phys. Director, Grand Rapids, Mich.
Burkhardt, Frederick William,	'93.	Phys. Director, Ger. Br., Buffalo, N. Y.
Canfield, James Edward,	'89.	Gen'l Secretary, Frankfort, Ky.
Carey, Charles Henry,	'94.	Phys. Dir., Eastern Dist. Br., Brooklyn, N. Y.
Carey, Wilbert Franklin,	'92.	Gen'l Secretary, South Bend, Ind.
Carruthers, Frederick Fayette,	'89.	Gen'l Secretary, Hastings, Neb.
Cobleigh, Irving Vasa,	'95.	Temp. in Office Int'l Com., N. Y. City.
Colton, Oscar Clement,	'88.	Gen'l Secretary, Lorain and Elyria, O.
Cook, John Wesley,	'88.	Gen'l Secretary, Bridgeport, Ct.
Cotton, Arthur Norman,	'95.	Ass't St. Sec. N. Y., Rochester, N. Y.
Daum, William Fletcher,	'90.	Gen'l Secretary, Passaic, N. J.
Davey, Joseph John,	'94.	Sec'y Boys' Dept., W. Side Br., N. Y.
Davis, William Henry,	'92.	Ass't Secretary, Bridgeport, Ct.



Day, George Edward,	'93.	Gen'l Secretary, Lynn, Mass.
Deinman, Wm. Van Benschoten,	'95.	Phys. Director, Norwich, Ct.
Dickson, Henry David,	'90.	Secretary, 23d St. Br., N. Y. City.
Dietz, Henry Louis,	'94.	Phys. Director, San Francisco, Cal.
Downey, Jerry Edward,	'98.	
Dudley, Joseph Matthews,	'95.	Gen'l Secretary, R. R. Br., Toronto, Ont.
Durand, William Balch,	'95.	Phys. Director, Buffalo, N. Y.
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Eagleson, Archie Charles,	'96.	Gen'l Secretary, Westboro, Mass.
Edwards, James Henry,	'90.	Gen'l Secretary, Reading, Pa.
Exner, Max Joseph,	'92.	
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Fagg, Frederick Dowe,	'88.	Gen. Sec., 26th Ward Br., Brooklyn, N. Y. (Temp. in charge of Army Work in N. J.)
Fairbanks, William Austin,	'94.	Gen'l Secretary, Gloucester, Mass.
Fleming, George,	'91.	Gen'l Secretary, Saginaw (E. S.), Mich.
Flindt, Albert Edward,	'90.	Gen'l Secretary, Bay City, Mich.
.		
Gabler, George Lewis,	'94.	Phys. Director, Bedford Br., Brooklyn, N. Y.
Garland, Albert Ellsworth,	'91.	Phys. Director, Albany, N. Y.
Gay, Ernest Gordon,	'96.	Gen'l Secretary, Gardner, Mass.
Gillett, Burt Wood,	'87.	Ass't St. Sec. Mass., Boston.
Godtfriing, Frederic William,	'90.	Sec. Ger. Br., Philadelphia, Pa.
Greene, Sylvester Charles,	'88.	Gen. Sec., Union Depot Br., St. Louis, Mo.
Greenwald, James Andrew,	'96.	Phys. Director, So. Side Br., Pittsburg, Pa.
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Halsted, Alfred Thompson, M. D.,	'91.	Phys. Director, Springfield, Mass.
Haskell, Claire Ellis,	'93.	Phys. Director, Denver, Colo.
Hatch, W. L.,	'89.	Columbia, S. C.
Herdman, John Robert,	'96.	Gen'l Secretary, Belleville, Ont.
Heywood, Charles Edward Alfred,	'98.	Phys. Director, Plainfield, N. J.
Holman, Frank,	'94.	Phys. Director, London, Ont.
Horner, Rudolf,	'94.	Trav. Sec. German Switz'd, Basle, Swit- zerland.
Huntress, Louis Maynard,	'96.	Gen. Sec., Oswego, N. Y.
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Jackson, Joseph Proctor,	'89.	Gen'l Secretary, Dallas, Tex.
Jessop, William,	'98.	Gen'l Secretary, Summit, N. J.
Jones, Alfred Kirk,	'90.	Phys. Director, St. Joseph, Mo.
.		
Karnes, Emmett Gilbert,	'99.	Sec. R. R. Ass'n, Gladstone, Va.
Kesty, Charles E.,	'93.	Gen'l Secretary, Bloomsburg, Pa.
Killam, Frank,	'95.	Phys. Director, Brockton, Mass.
Kinnicutt, William Henry, M. D.,	'94.	Phys. Director, Cleveland, O.
Kruemling, August William,	'88.	Gen'l Sec., So. Side Br., St. Louis, Mo.
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Lantz, Christian,	'94.	Gen. Sec., Greenpoint, Brooklyn, N. Y.
Larimore, Irving W.,	'91.	Phys. Director, Dubuque, Iowa.



Locher, William Walter,	'90.	
Loring, Benjamin Tappan,	'93.	Phys. Director, Lynn, Mass.
Lotze, William George,	'88.	Gen'l Secretary, New Haven, Conn.
Lovejoy, Bertram Eugene,	'96.	Gen'l Secretary, North Adams, Mass.
Lunbeck, Arthur William,	'91.	Gen'l Secretary, Morristown, N. J.
Mahan, Frank,	'93.	Gen'l Secretary, Charlotte, N. C. (Temporarily in charge of Army Work at Tampa, Florida).
Marshall, Fraser Grant,	'90.	Prov'l Sec. Mar. Prov., New Glasgow, N. S.
Martin, Charles Alvin,	'95.	
Martin, Rufus Jonathan,	'94.	Phys. Director, Northampton, Mass.
Mason, Lucius Julius,	'96.	Phys. Dir. R. R. Branch, New York City.
Maylott, Worthy Francis,	'95.	Gen'l Secretary, Keene, N. H.
McCleery, William James,	'94.	Gen'l Secretary, Yarmouth, N. S.
McCurdy, James Huff, M. D.,	'91.	Inst. Y. M. C. A. Tr. Sch., Springfield, Mass.
MacDonald, Finley Grant,	'93.	Gen'l Secretary, Reading, Mass.
McGown, Chester Stowe,	'95.	Gen'l Secretary, Amesbury, Mass.
MacKay, Angus Murdoch,	'89.	Gen'l Secretary, Hamilton, Ont.
McKee, William Charles,	'91.	Sec. South Side Branch, Pittsburg, Pa.
McLeod, Alexander W.,	'87.	Gen'l Secretary, Ogden, Utah.
Merrill, Frank Herbert,	'95.	Phys. Director, Richmond, Va.
Messer, Louis Adolphus,	'96.	
Mogge, Ernest Lewis,	'95.	Gen'l Secretary, Geneva, N. Y.
Monroe, Edwin Dewitt,	'96.	Gen'l Secretary, Nyack, N. Y.
Moyer, Elkanah Dewilla,	'95.	Gen'l Secretary, Steelton, Pa.
Murray, Murdoch Kenzie,	'90.	Gen'l Secretary, Bath, Me.
Norris, James Hervey,	'89.	Gen'l Secretary, Canton, Ohio.
Page, John,	'95.	Gen'l Secretary, Berlin, Ont.
Page, Pierson Sterling,	'94.	Ass't Phys. Dir., 23d St. Br., N. Y. City.
Parker, Anson Lindsley,	'90.	Gen'l Secretary, Detroit, Mich.
Patton, Thomas Duncan,	'92.	Gen'l Secretary, Winnepeg, Man.
Pirazzini, Agide,	'96.	Gen'l Secretary, Rome, Italy.
Pollard, David Wright,	'94.	Phys. Director, Pawtucket, R. I.
Poole, George F., M. D.,	'87.	Phys. Dir., 23d St. Branch, New York City.
Powlison, Charles Ford,	'89.	Gen'l Secretary, Holyoke, Mass.
Powter, Charles Barrett,	'96.	Ass't Phys. Director, Montreal, Can.
Pratt, Frank Magee,	'87.	Gen'l Secretary, Toronto, Ont.
Price, Charles Herbert,	'96.	Phys. Dir., Military Acad., Montclair, N. J.
Rideout, Melvin Bragdon,	'93.	Phys. Director, Mount Vernon, N. Y.
Ridgeway, John William,	'96.	Gen'l Secretary, Brockville, Ont.
Rogers, Dwight Leete,	'94.	Temporarily engaged as Secretary of Y. M. C. A., 2d Mass. Reg't.
Ross, Maurice,	'94.	Phys. Director, Fitchburg, Mass.
Ruggles, Edward Packenham,	'95.	Phys. Director, Charlestown, Mass.
Sanders, N. E.,	'97.	Ass't Phys. Director, Boston, Mass.
Schoerke, Bernhard Alexander,	'96.	
Seerley, Frank Newell, M. D.,	'90.	Inst. Y. M. C. A. Tr. Sch., Springfield, Mass.
Simons, Eltham Leslie,	'96.	Secretary R. R., Hornellsville, N. Y.

Slater, Frank James,	'98.	
Smith, Aurelius Blanchard,	'96.	Phys. Director, Watervliet, N. Y.
Smith, Harvey Leigh,	'93.	Phys. Director, Galveston, Texas.
Smith, John Peter,	'91.	Gen'l Secretary, San Diego, Cal.
Spence, Donald McKay,	'92.	Gen'l Secretary, Lawrence Mass.
Stephens, Duncan Calder,	'94.	Gen'l Secretary, Lansingburgh, N. Y.
Stockwell, Albert Pike,	'92.	Gen'l Secretary, Calcutta, India.
Stolte, Diedrick, Jr.,	'96.	Phys. Director, Bangor, Me.
Stratton, Arthur Talmage,	'88.	Gen'l Secretary, Pawtucket, R. I.
Symonds, William H.,	'87.	Ass't Prov. Secretary, Ontario and Quebec.
Teague, Frank William,	'89.	Gen'l Secretary, Portsmouth, N. H.
Theis, Paul Eugene,	'91.	Gen'l Secretary, Paris, France.
Thompson, Hugh Currie,	'89.	Phys. Director, Morristown, N. J.
Thompson, John George,	'93.	Gen'l Secretary, New Glasgow, N. S.
Triplett, Edward Mason,	'94.	Ass't Secretary, Burlington, Iowa.
Tucker, C. R.,	'97.	Ed. Dir., East Side Branch, New York City.
Vinson, James,	'92.	Gen'l Secretary, Birmingham, Ala.
Von Starck, Waldemar,	'90.	Gen'l Secretary, Breslau, Germany.
Welzmler, Louis, Jr.,	'94.	Phys. Dir., West Side Br., New York City.
Winslow, George Henry,	'91.	R. R. Secretary, Kansas City, Mo.
Withrow, John G.,	'90.	Gen'l Secretary, Rahway, N. J.
Wittwer, Carl Edward,	'89.	Secretary German Branch, Buffalo, N. Y.
Worth, Elbridge Morseman,	'94.	Gen'l Secretary, Waltham, Mass.
Wyman, William Hutchinson,	'89.	Gen'l Secretary, Chelsea, Mass.

NOTE. June 1, 1898.—Twelve of the present undergraduates are temporarily engaged in Association army work at the different United States camps.

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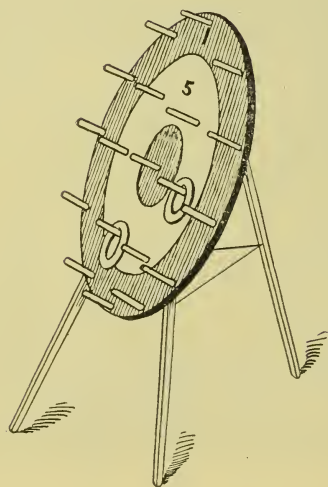
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